

U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

ACTIVE COMPONENT (AC) COURSE MANAGEMENT PLAN

OCT 03

UPDATED 24 June 2004

**Primary Leadership Development Course
(600-PLDC)**

**The Army Training System
COURSE MANAGEMENT PLAN**



"NO ONE IS MORE PROFESSIONAL THAN I"

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U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

600-PLDC Course Management Plan (CMP)

21 Jul 2004

Course Management Plan, Updated 24 June 2004

CHANGE SHEET 1

1. Synopsis. This change sheet changes policy allowing for a pretest of the land navigation test. Commandants, at their own discretion, may allow students to test out during PE-2 (Practice Land Navigation Test) of Training Support Package W226.
2. Pen and ink changes: none.
3. Page changes: Replace page 5-14 in the CMP with the attached page 5-14.
4. Additional changes that need explaining: none.
5. File this sheet in front of the TSP for reference purposes.
6. Approval of change sheet.

Name/Signature	Rank	Title	Date Signed
//ORIGINAL SIGNED// Frank W. Berta	GS-9	Training Specialist	7/28/2004
//ORIGINAL SIGNED// Victor A. LeGloahec	SGM	Chief, NCOES	7/28/2004
//ORIGINAL SIGNED// Marion Lemon	SGM	Chief, Curriculum, Design, and Development Division	7/28/2004

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COURSE MANAGEMENT PLAN (CMP)

Course Managers Plan (CMP) This CMP is for The Army Training System Primary Leadership Development Course (TATS-PLDC), active component (AC) NCOAs.

Course Number	Course Title
600-PLDC	Primary Leadership Development Course (PLDC)

Effective Date Oct 03

Supersedes Course Management Plan, PLDC, June 01, with changes.

Proponent The proponent for this CMP is the United States Army Sergeants Major Academy (USASMA).
POC NUMBERS: DSN 978-8261, comm: (915) 568-8261.
EMAIL: ATSS-DCP@bliss.army.mil.

Internet Access NCOA Commandants--or their designated representative--may access the USASMA web page at <http://usasma.bliss.army.mil> to download any component of this CMP or Training Support Packages (TSP) when using their assigned password.

Commandants must request a password from the USASMA PLDC Course Chief. Comm: (915) 569-6451, or EMAIL: ATSS-DCP@bliss.army.mil.

Comments and Recommendations Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to--

ATTN ATSS DCP
COMDT USASMA
BLDG 11291 BIGGS FLD
FT BLISS TX 79918-8002

NOTE: DA Form 2028 is available for downloading and mailing via email at the USASMA homepage site.

**Foreign
Disclosure (FD)
Restrictions**

The course developer--in coordination with the USASMA foreign disclosure (FD) authority--reviewed the materials contained in this course. Some components of this course may not be releasable to students from foreign military schools/countries. Commandants must check each TSP FD statement for foreign disclosure release restrictions.

**Course
Management
Plan Approval**

The following individuals reviewed and approved this CMP for publication and implementation in the Primary Leadership Development Course (PLDC).

Name/Signature	Rank	Title	Date Signed
Frank W. Berta	GS-11	Training Specialist, PLDC	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

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Purpose

This course management plan (CMP) is a single source document pertaining to the administration of the Primary Leadership Development Course (PLDC). Commandants may use extracts from this plan for use in local SGL training programs.

This CMP contains

This course management plan contains the following--

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- NOTE:**
1. Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.
 2. Guidance contained in this CMP takes precedence over instructions contained in the individual Training Support Package (TSP).
 3. NCOAs may maintain reports and records through the Automated Instructional Management System-Redesign (AIMS-R) for those who have access or a similar database for those who do not have access.

CHAPTER 1

Applicability	<ol style="list-style-type: none"> 1. This plan applies to the Active Component (AC) Noncommissioned Officer Academies (NCOAs) that conduct PLDC. 2. If there is a conflict between this plan and the PLDC Program of Instruction (POI), the TRADOC approved POI takes precedence. 3. If there is a conflict between this plan and Army publications or guidance, the Army publications or guidance takes precedence. The intent of the CMP is to enhance PLDC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policy.
Course Structure/ Conduct of Training	<hr/> <ol style="list-style-type: none"> 1. This course is non-MOS specific, taught at an NCO Academy in a live-in environment using classroom instruction with practical application, followed by hands-on performance-oriented training conducted in a field training environment, culminating with an extensive situational training exercise (STX). Small Group Leaders (SGLs) assess the students' leadership potential and evaluate their ability to apply lessons learned and effectively lead their classmates in a tactical environment. 2. Commandants must ensure the conduct and evaluation of training is IAW the principles of training outlined in FM 7-0, FM 7-1, and this CMP. 3. Student qualification in prerequisite tasks is an individual and unit commander's responsibility. Upon arriving at a school, students must be capable of performing supporting individual tasks and tasks required in the next lower level course--for PLDC, skill level one tasks. 4. AC PLDC is a 4-week, 2-day course, culminating with a 30-hour STX. <p>(REF: AR 350-1, Chap 3, para 3-46 and TR 350-10, Chap 2, para 2-7)</p> <hr/>
Course Pre-requisites	<hr/> <ol style="list-style-type: none"> 1. Soldiers attending PLDC must fall into the following priorities-- <ol style="list-style-type: none"> a. Priority One: Sergeants that are non-PLDC graduates. The soldiers may or may not have a PLDC waiver. b. Priority Two: SPC/CPL promotable. Use the following priority list: <ol style="list-style-type: none"> (1) SPC/CPL (P) who meets cut off score. (2) SPC/CPL (P) in MOSs which would have had additional promotions if more promotable SPC/CPLs had been available <hr/>

Course Pre-requisites,
continued

- and identified as “Star MOS” by monthly PERSCOM Promotion Cut-Off Memorandums.
- (3) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (4) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
- c. Priority Three: SPC/CPL in leadership positions. In order to fill all PLDC training seats, non-promotable SPCs w/demonstrated leadership potential may attend PLDC only after exhausting all other higher order of merit list (OML) categories.
2. Students must--
- a. Meet height and weight standards.
 - b. Be eligible for reenlistment and recommended by their commander.
 - c. Have no convictions of a misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. If age 40 or over, have completed a periodic physical exam within the last five years. The Preexecution checklist in Part II, operator license block, must contain “**curr Phy**; and **YMMDD**.” Soldiers will no longer hand carry a copy of the physical.

(REF: AR 350-1, Chap 3; AR 635-200, para 5-14; and TR 350-10, Chap 2, para 2-6; MEMO DASG-HS-AS, 30 November 2000, DA MSG, DAMO-TRI, R091624Z Jun 04, para 8)

Enrollment Requirements

1. Soldiers reporting for training must have in their possession a completed and properly signed preexecution checklist. If a soldier reports for training without a checklist signed by himself and his commander, he has 72 hours from the report date to provide the checklist with appropriate attachments. NCOAs will return soldiers to their units who fail to provide the checklist within this time frame. The unit commander’s signature on the preexecution checklist certifies that the soldier meets routine course prerequisites.
 2. Soldiers who have a permanent profile designator of “3” or “4” must include a copy of their DA Form 3349 and the results of the their military medical review board (MMRB) as part of course application. Soldiers who have been before an MMRB, or similar board, awarded medical limitations and allowed to retain their occupational classification, may attend PLDC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.
-

**Enrollment
Requirements,
continued**

3. NCOAs will deny enrollment to soldiers who hold a temporary profile except for shaving or nonperformance deterring profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician determines the soldier may continue. Pregnant soldiers must provide a copy of the attending physician's recommendation. A soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.

4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate APFT event must also meet course graduation requirements.

5. For students with P3/P4 profiles, ensure that the profiling doctor and the approving authority doctors have signed the profile. The commander does not need to sign the profile, unless he disagrees with the profile. P2 profiles only need the signature of the profiling doctor. Soldiers with a P2 profiles must meet course graduation requirements too.

6. NCOAs will deny enrollment to soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisite requirements.

(REF: AR 350-1, Chap 3; AR 614-200; AR 635-200, para 5-14; TRADOC Reg 351-10, Chap 2, para 2-6; and DA MSG, R 251850Z JUL 01, DA WASHINGTON DC//DAMO-TR. SUBJECT: Clarification and Reinforcement of Army Training Policies)

**Course
Graduation
Requirements**

1. Students must score 70 percent or higher on the following examinations/evaluations to include W226, Land Navigation:

- a. Written Examinations I, II, III.
- b. Army Physical Fitness Test (APFT) (IAW FM 21-20w/C1).
- c. Physical Fitness Training (Train the Trainer Evaluation).
- d. Drill and Ceremonies Evaluation.
- e. Individual Training Evaluation.
- f. Land Navigation Evaluation.
- g. Two demonstrated leadership evaluations (garrison and tactical environment).

2. Students must take the APFT as a graduation requirement. Commandants will arrange for students to meet the APFT requirements while allowing for one retest. If the student fails the retest, NCOAs will dismiss the student for "failure to meet APFT standards."

(REF: DA MSG, DAMO-TRI, R 091624Z JUN 04)

Physical Requirements

1. Students must be able to meet the following physical requirements during the course:
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead drill and ceremonies.
 - d. Conduct, demonstrate, and lead physical fitness training.
 - e. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - f. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - g. Carry a 50 pound combat load containing mission essential equipment. (weapon, helmet, uniform, LCE included in 50 lbs)
 - h. Occasionally lift and carry fuel, water, ammo, MREs, or sandbags.
 - i. Low crawl, high crawl, and rush for three to five seconds.
 - j. Move over, through, and around obstacles.
 - k. Carry and fire individually assigned weapon IAW applicable regulatory guidance.
 - l. Don Mission-Oriented Protective Posture (MOPP) gear.
2. Commandants may not supplement these course graduation requirements.

(REF: TR 350-10, Chap 2, para 2-7; ARTEP 7-8; and FM 21-18)

Course Objectives

The training in PLDC focuses on--

- Self-discipline.
- Professional ethics.
- Leading, disciplining, and developing soldiers.
- Planning, executing, and evaluating individual and team training.
- Planning and executing missions and tasks assigned to team-size units.
- Caring for soldiers and families.

(REF: AR 350-1, Chap 3, para 3-46)

Student Orientation

All commandants must--

- Post their student orientation information under their respective school codes to the school header (SH) screen in ATRRS.

Student Orientation,
continued

- Ensure information is current at all times and includes all information from TR 350-18, Chap 3, para 3-23, as required.
- If ATRRS (<http://www.atrrs.army.mil>) is not available, mail information to the students' unit NLT 45 days prior to start of course.
- Have copies available for those students who did not receive a copy prior to reporting for training.

Training Support Package TSP) Synopsis

The following tables provide a brief synopsis of the Training Support Package (TSP)--

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
A201, Inprocessing/ APFT/ Weigh-in	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the initial Army Physical Fitness Test (APFT) within the first 72 hours of enrollment as a graduation requirement. Allow one retest 7 to 14 days after initial APFT.
A202, Outprocessing	Time allocated for the purpose of outprocessing students at the conclusion of PLDC.
A204, Graduation	Time allocated for the purpose of conducting a formal graduation where the commandant and cadre can present students with honors and diplomas.
L221, Introduction to Army Leadership	During this lesson students will learn some basic information concerning Army leadership and the leadership framework--its construction--and the definition of leadership. The student will learn the three levels of leadership and will be able to describe the terms "Leaders of Leaders" and "Subordinates."
L222, What a Leader Must Be, Know, Do	Students will learn what they must Be, Know, Do to be an effective NCO. The primary focus of this lesson is to enhance the students' knowledge of these characteristics. The lesson will also show the students how embracing this characteristic, in their approach to leadership, reinforces their role as leaders.
L223, The Human Dimension Role in Leader Development	In this lesson, students will learn the scope of importance that the human dimension role has on leadership. They will identify the three major elements in the makeup and success of the soldier, team, and institution. They will learn of the various causes of stress and how climate and culture dictates the environment in which they lead. Students will learn that there are five leadership styles available to them to use based on the situation, mission, and their subordinates. Finally, they will learn that all of their actions and decisions will have intended and unintended consequences.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
L224, The Four Direct Leadership Skills	Students will learn the interpersonal, conceptual, technical, and tactical skills that the leader must KNOW to effectively lead a squad of soldiers. First they will learn how communicating, supervising, and counseling are key interpersonal skills. They will learn the four conceptual skills--critical reasoning, creative thinking, ethical reasoning, and reflective thinking--to ensure that they think their decisions through and they make the best possible decisions. Students will learn the importance of technical expertise in knowing and operating equipment so as to train their subordinates in its use, to include new equipment. Finally, students will learn the two areas--doctrine and field craft--that a leader must KNOW to lead a squad of soldiers in peace and war.
L225, The Three Direct Leadership Actions	Students will learn the three leadership actions that direct leaders must perform to effectively lead a squad. They will also learn many categories (actions) that make up influencing, operating, and improving.
L226, Maintain Discipline	This lesson provides information to students concerning their role in assisting the commander in maintaining unit discipline. It provides options available to the NCO support channel and the chain of command to enforce unit discipline. Students will learn the differences between discipline and self-discipline, types of military authority, individual and command responsibility, and NCO responsibilities and associated duties; they will identify command relationships desired among officers, NCOs, and their subordinates. This lesson also covers the Army Homosexual Conduct Policy.
L227, Enforce the Equal Opportunity Program	This lesson will refresh the students' awareness of the Army's Equal Opportunity (EO)/Equal Employment Opportunity (EEO) programs and provide training in the prevention of sexual harassment. Students will learn their responsibilities in enforcing EO/EEO behavior patterns, the complaint process, and methods to resolve problems.
L228, Conduct Developmental Counseling	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment.
L229, Supervise the Implementation of Financial Readiness Actions	Students will learn from this lesson information that will help them enhance the financial readiness in their units. They will learn the different support agencies that assist soldiers and their families, various military pay entitlements and allowances, the meaning of the blocks in the leave and earnings statement and the net pay advice statement, and the procedures for setting up bank accounts and resolving pay complaints.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
L230 The Army Writing Style	This lesson introduces the student to the Army writing style. The student will learn how effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.
L231, Commandant's Orientation	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and standards of conduct expected while attending the course, and he introduces the staff and faculty. He also explains PLDC graduation requirements, NCOA standards, and local command policies. (Developed by local academy commandant.) NOTE: This TSP is 9 hours. Use the hours for the commandant's orientation, community events, guest speakers, etc. Only show the hours actually used on the training schedule.
L232, Introduction to PLDC	SGLs will provide the students an overview of the Primary Leadership Development Course and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233, ID the Historical Progression and Significant Contributions of the NCO	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, Vietnam War, Operations Just Cause, Desert Storm, and Enduring Freedom.
L234, Perform Personnel Actions	Students will learn how to perform the duties as a rater of a subordinate soldier using the NCO Counseling Checklist/Record (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCO-ER) DA Form 2166-8).
T221, Risk Management	This lesson teaches the students how to implement the risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required to implement risk management, the five steps of risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what when right, what went wrong, and how to improve.
T223, Battle Focused Training	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's nine principles of training, training doctrine, Mission Essential Task List (METL) development process, training planning process, and requirements for training execution. Also, the student will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
T224, Physical Fitness, Train the Trainer	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T225, Operate the Multiple Integrated Laser Engagement System (MILES)	This lesson teaches the student how to operate the MILES system by conducting preoperational checks of the system and how to adjust sights to engage targets with the system. The lesson teaches the importance of using the MILES systems; it shows how much more realistic training is when using the system.
T226, Supervise the Implementation of Preventive Medicine Policies	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (Non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.
T227, Environmental Awareness	Students will learn important aspects of the Army's concern for the environment. They will learn the four sources of environmental law and the four pillars of the Army's environmental program.
T228, Conduct Drill and Ceremonies	Students will learn how to form and march a squad of soldiers using common drill terms.
T229, Wear and Appearance of the Uniform	This lesson provides students the knowledge to ensure that their subordinates maintain their personal grooming, proper fit, and the correct wearing of the Army uniform in accordance with regulatory guidance.
T230, Supervise Preventive Maintenance Checks and Services (PMCS)	This lesson presents information the students need to know to maintain the essential war fighting edge through proper PMCS. They will learn to select the correct reference and use correct PMCS tables to make the required entries on the DA Form 2404 or 5988-E. They will also learn the purposes of DA Forms 2408-14, 5988-R and DD Form 314. They will inspect an item of equipment IAW the appropriate -10 TM.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
T231, Supply Procedures	The intent of this lesson is to make students aware of their supply responsibilities; it will help them do their part in the care and accountability of equipment and supplies entrusted to them and their subordinates. They will be able to identify the requirement needed to comply with Army property accounting, the difference between accountability and responsibility, the purpose of inventories and hand receipts, and the requirements for the command supply discipline program.
T240 Suicide Prevention	The intent of this lesson is to show the student how suicide is detrimental to the readiness of the Army and that it is a personal tragedy for all those affected. The Army's strength rests with our soldiers, civilians, retirees, and their families, each being a vital member of our Army.
W221, Map Reading	This lesson provides the student with reinforcement training of some of the skill level one map reading skills and land navigation skills. The lesson will also teach the more complex skill level one skills. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and learn intersection and resection techniques.
W222, Combat Orders	This lesson will teach students their troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of and what they must concern themselves with while conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, conducting precombat checks, and interpreting the commander's intent of a combat order.
W223, Conduct Movement	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, and enforce detection prevention measures.
W224, Occupy an Assembly Area	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, reacting to an ambush, and conducting a hasty attack.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
W226, Land Navigation	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons, to navigate from one point on the ground to another point while dismounted using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from PLDC.
W227, Situational Training Exercise	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course.
S201, Study Hall	Study hall provides students time to adequately study and prepare for the next day's lessons. Allows an SGL to recognize and assist students in correcting poor study habits.
S202, Training Support Activities	The commandant uses these hours at his discretion for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH).
S203, Student Counseling	SGLs use these hours for reception and integration counseling, mid course counseling, end of course counseling, and additional counseling as required.

PLDC Course Map (Active Component)

The following tables contain a TSP peacetime training sequence. NCOAs may vary from this sequence; however, they must ensure they teach the requisite TSPs prior to testing students. Some TSPs must be taught before others. The below schedule reflects the order. See TSPs for prerequisite lessons. Below by the times, (s) = Small Group, (p) = Performance Exercise, (t) = Performance test. WE = Written Exam, rt = Retraining, and rte = Retesting. * = Footnote (See footnotes on next page)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
A201 8.0	L231 9.0	A201 APFT 4.0	L230 2.0(sp)	T224 1.0(sp)	T224 1.0(sp)
S201 1.0	S201 1.0	S203 2.0	T221 2.0(sp)	L233 2.0(s)	L223 4.0(sp)
		L232 2.0(s)	T222 2.0(sp)	L221 1.0(s)	L224 2.0(sp)
		S201 1.0	T224 3.0(s)	L222 3.0(s)	S201 1.0
			S201 1.0	S201 1.0	
9.0	10.0	9.0	10.0	8.0	8.0
DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0(sp)	T224 1.0(p)	T224 1.0(p)	T224 1.0(p)	T224 1.0(p)	T224 1.0(t)
L224 2.0(sp)	L226 3.0(sp)	T240 2.0(sp)	T231 1.0(s)	WE01 2.5	L228 4.0(sp)
L225 3.0(sp)	L227 3.0(sp)	L229 2.0(sp)	S202 Rev 3.0*	S203 3.0*	L234 3.0(sp)
L226 1.0(s)	S201 1.0	T226 2.0(s)	S201 2.0	L228 1.0(s)	S201 1.0
S201 1.0		S201 1.0		S201 1.0	
8.0	8.0	8.0	7.0	8.5	9.0
DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0(t)	T224 1.0(t)	T224 1.0(t)	S202 PT 1.0	S202 PT 1.0	S202 PT 1.0
T228 1.0(s)	T228 1.0(p)	T228 1.0(p)	T228 1.0(p)	T228 1.0(t)	W221 6.0(sp)
L234 1.0(p)	T223 1.0(p)	T230 2.0(sp)	WE02 2.5	W221 5.0(sp)	S201 1.0
T223 5.0(sp)	T227 1.0(s)	S202 Rev 3.0*	S203 3.0*	S201 1.0	
S201 1.0	T229 3.0(sp)	S201 2.0	S201 1.0		
	S201 1.0				
9.0	8.0	9.0	8.5	8.0	8.0
DAY 19	DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
S202 PT 1.0	S202 PT 1.0	S202 PT 1.0	S202 PT 1.0	W226 12.0(sp)	S202 PT 1.0
T229 1.0(p)*	W222 1.0(p)*	WE03 1.5	T223 4.0(t)		W226 4.0(t)
W221 2.0(sp)	W223 1.5(s)*	S203 2.0*	S203 2.0*		S202 4.0(rt)*
W222 3.0(sp)	W224 2.0(s)*	T223 4.0(p)	S201 1.0		S201 1.0
W223 2.0(s)	W225 2.0(s)*	S201 1.0			
S201 1.0	S201 2.0				
10.0	9.5	9.5	8.0	12.0	10.0
DAY 25	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
S202 PT 1.0	S202 STX Deploy	0400 Hrs Start *	W227 16.0	S202 STX	A202 3.0
S202 4.0(rte)*	And Setup 4.0*	W225 3.0(p)**	S202 4.0	Recovery 8.0*	A204 2.0
S203 1.0**	W223 2.5(p)**	T225 2.0 (sp)	(rt)(rte)*	S203 4.0**	
S202 STX Prep 4.0***	W224 2.0(p)**	STX start 1200Hr****			
		W227 14.0			
10.0	8.5	19	20.0	12.0	5.0

*See Footnotes on following page.

Footnotes to PLDC	Day 10: S202, Time to conduct a review of the lessons covered for the next day's examination.
Course Map (Active Component)	Day 11: S203, Time to conduct counseling for WE01 failures, and other counseling.
	Day 15: S202, Time to conduct a review of the lessons covered for the next day's examination.
	Day 16: S203, Time to conduct counseling for WE02 failures, and the Mid Course Counseling.
	Day 19: T229, Time to conduct Commandant's In-ranks Inspection.
	Day 20: PEs to W223, W224, and W225, the commandant may choose to teach them right after the small group instruction right out side the classroom or in a large training area close by, or conduct it just prior to the STX, as this training schedule shows (See Day 26). However, the times for the PEs must be added to the 30 hour STX time.
	Day 21: S202, Time to conduct counseling for WE03 failures, and other counseling.
	Day 22: S202, Time to conduct counseling for T223 Performance Testing and other counseling.
	Day 24: S202, Time to conduct Land Navigation Retraining.
	Day 25:
	* S202, Time to conduct Retesting of Land Navigation.
	** S203, Time to conduct counseling for 2nd Land Navigation test failures.
	*** S202, Time for STX Preparation.
	Day 26:
	* S202, Time to deploy and setup for STX.
	** W223, W224, See Day 20 remarks above.
	Day 27:
	* 0400 Hr Start Time is only used as an example.
	** W225, See Day 20 remarks above.
	*** STX Start time is only used as an example.
	Day 28: S202, Time to Retrain and Retest leadership performance.
	* Day 29:
	* S202, S202, Time set for STX Recovery.
	** S203, S203, Time set for End of Course Counseling.

CHAPTER 2

Instructor to Student Ratio

NCOAs must maintain a 1:6-8 instructor-to-student ratio. Group sizes per **classroom** shall not exceed 2:16 (all hands-on and performance training remains at the 1:6-8 ratio). A ratio of more than 1:6-8 requires an exception to policy from USASMA unless TRADOC or higher authority dictates differently in message format.

(REF: TR 350-18, Chap 4, para 4-3 and interim change to TR 350-10, para 2-13c)

Class Size

Class sizes may vary due to capacity and training requirements. Commandants must request an exception to policy for less than minimum class size or exceeding optimum class size from USASMA. The following are the minimum, optimum, and maximum class sizes.

- Minimum: 96 students
 - Optimum: 160 students
 - Maximum: 160 students
-

Method of Instruction

1. The above instructor-to-student ratio facilitates successful training using small group instruction (SGI) for which USASMA designed this course.
 2. Small group instruction shifts the teaching methodology from “what to think” to “how to think” and places the learning responsibility on the student through group participation. This approach creates an atmosphere whereby the students can exchange ideas on any subject and use collective reasoning to solve problems. The small group process fosters team building and provides training reinforcement based on a wide range of backgrounds and professional experience. **Do not** use PLDC students as discussion leaders.
 3. NCOAs will divide the students into their assigned groups upon arrival at the course. The groups will stay together as a group throughout the course. SGLs will ensure their students serve in a variety of different leadership positions. As a student leader, students will lead, train, and care for the other members of the group. SGLs will critique and counsel student leaders by pointing out the students’ leadership techniques, ideas, and principles that apply to the various situations that confronts the student. The small group leader assigned to a group remains with that group throughout the course.
-

Method of Instruction,
continued

4. PLDC SGLs conduct training in a challenging, live-in (within local constraints), leadership intensive NCOA environment that reinforces leadership and professional skills as part of the students' academic training and daily routine. The NCOA cadre will teach and demonstrate the standards of leadership, training, technical and tactical competence, and overall professionalism that the NCO corps throughout the Army must maintain. Everything the students observe in an NCOA should set the example of how to conduct activities in their unit and the Army. Students initially learn to be NCOs at the appropriate skill level by observing cadre role models and performing the job to standard in an NCOA under the mentorship of NCOs.

(REF: TR 350-10, Chap 2, para 2-5, 2-13 and Chap 5, para 5-10)

Leadership Assessment/ Development and Evaluation

The developmental counseling process satisfies this requirement; see Appendix E, this CMP.

(REF: TR 350-10, para 2-20)

Instructor Certification Program

There is probably no more important task for a commandant than selecting SGLs. The SGLs' role as mentors requires them to be there for the student. It requires the highest level of dedication and devotion to duty. See Appendix "H" of this CMP for the Instructor Certification Program guidance.

Student Academic Records

1. The commandant is responsible for ensuring the posting of all student input/output data to ATRRS within 4 working days of the course start date and completion date.

2. The NCOA will maintain individual records for each student for 12 months, containing the following documents:

- a. The enrollment application for ATRRS.
- b. A copy of the preexecution checklist with appropriate signatures.
- c. All test scores.
- d. All developmental counseling, to include initial, performance, leadership, and end-of-course evaluations.
- e. Copy of course completion, DA Form 1059.
- f. Any other correspondence referencing the soldier, e.g., drop packet.
- g. DA Form 705 (maintained for professional development courses and selected functional courses).
- h. DA Form 3349 with MMRB results (if applicable).

**Student
Academic
Records,
continued**

3. Test control officers (TCOs) will separately retain test answer sheets and associated student papers until course completion. Upon course completion, TCOs will destroy them.

4. After the 12-month record retention period, remove the DA Form 1059 from the individual records and keep on file, IAW AR 25-400-2, FN 351-1f. Destroy supporting documentation at this time.

5. Maintain records for disenrolled students for two years.

(REF: TR 350-18, Chap 3, para 3-28; AR 25-400-2; and TR 350-10, Chap 2, para 2-8c)

**Service School
Academic
Evaluation
Report (AER)**

Academies must prepare a Service School Academic Evaluation Report (AER), DA Form 1059, for each student upon successful completion or up to the point of disenrollment from the course or phase. Do **NOT** issue an AER to a student who does not attend the course. See Appendix E, this CMP for form completion instructions.

**Student
Recognition**

NCOAs will present all students meeting course graduation requirements a training proponent diploma. Diplomas--as a minimum--must contain the student's full name, grade, complete course title, course identification number, and beginning and completion dates.

(REF: TRADOC Reg 350-18, Chap 3, para 3-31 and Appendix E, this CMP)

**Student
Academic
Deficiency/
Dismissal**

1. When a commandant denies enrollment to a student, dismisses the student, or the student fails to complete the course successfully, the commandant must provide written notice to the student's commander.

2. Commandants may remove students from PLDC before course completion for any one or a combination of the following:

- a. Academic deficiencies or disciplinary reasons.
 - b. Lack of motivation (apathy).
 - c. Illness, injury, compassionate, or other reasons beyond the student's control (made without prejudice and requires a written notice informing the unit that the soldier may reenroll as soon as convenient).
-

**Student
Academic
Deficiency/
Dismissal,
continued**

3. Commandants must follow the procedures outlined in AR 350-1, para 3-18, dated 9 Apr 03 when considering the elimination of a soldier for motivational, disciplinary, or academic reasons, and the NCOA has adequately documented the reasons for the elimination action.
 4. Soldiers previously eliminated from PLDC and allowed to reenroll must start at the beginning of the course.
- (REF: AR 350-1, para 3-18 and para 5-30 and TR 350-18, Chap 3, para 3-32)
-

**Student End of
Course Critique**

1. Each student must complete and submit an end-of-course critique (EOCC) questionnaire. See Appendix D.
 2. Commandants must consolidate those questions that pertain to courseware discrepancies and forward them to the Chief of PLDC for review.
-

**Academic
Report of
Training**

- NCOAs must--
- a. Complete the academic report of training (ART) upon completion of each PLDC class and provide the electronic version via EMAIL to bertaf@bliss.army.mil, NLT one week after completion of each class.
 - b. Ensure the quotas, seats reserved, input/enrolled, and graduation numbers on the ART match ATRRS prior to sending in the ART.
-

CHAPTER 3

SGL Overview	<p>The small group process of instruction differs from the traditional platform method. The small group process revolves around active student participation.</p> <hr/>
SGL Responsibility	<p>The TSP includes everything the small group leader (SGL) needs to present the lesson. The SGL does not need to develop additional material. SGLs must read and study the TSPs to become familiar with the content well enough to teach it, not read it, to the students. The more comfortable the SGL is with the material, the better his presentation skills. The key to presenting effective quality instruction in the small group process is thorough preparation. Experience shows that the SGLs who devote time to preparing a lesson, present excellent instruction. The SGL must--</p> <ul style="list-style-type: none">• Understand the contents: the training support package (TSP), advance sheet, and practical exercises (PEs), and know how to use them during the course of the lesson.• Know the time requirements in the TSP and manage time in order to teach to the terminal learning objective (TLO) standard.• Prepare the visual aids (VAs).• Test in advance all classroom equipment and material used in the classroom to ensure they are in working order and up-to-date.• Know how to ask questions that stimulate class discussion and encourage the small group process.• Rehearse the lesson by presenting it to a fellow SGL.• Ensure students have the required material and equipment prior to the lesson. <hr/>
Lesson Presentation	<p>The PLDC concept of instruction revolves around student participation during the TSP presentation. USASMA prepares the TSP in a question and answer format to generate the discussion needed to make the small group method effective. By following the TSP, the SGL will effectively present the lesson, allowing the students to participate and ensuring the students</p> <hr/>

**Lesson
Presentation,
continued**

learn the objectives. SGLs must keep in mind the following points when presenting the lesson:

- a. Get the students' attention immediately by properly introducing the TSP.
 - b. Involve the students in the class by asking effective questions.
 - c. Do not read the TSP to the students--teach it to them.
 - d. Keep the TSP flowing and meet the time requirements.
 - e. Do not abruptly cut off a student making a valid point.
 - f. Periodically summarize the TSP and conduct the checks on learning to ensure all the students understand the TSP up to that point.
 - g. Stay focused on the TSP, especially the TLO, ELOs and LS/As.
 - h. Keep the TSP positive and keep all the students involved in the small group process.
 - i. During practical exercises, allow the students to discuss the solution and learn from the exercise. Have them give any personal experiences that may relate to the exercise.
 - j. Conclude by summarizing and conducting a check on learning to allow the students a better opportunity to understand the lesson.
-

Study Hall

1. Study hall is very important and is mandatory for all students. The SGL must allow the students to prepare just as he prepares himself for the next day's class. Students must study the required TSP material prior to its presentation. The Advance Sheet (Appendix D) in the TSP lists the requirements for student preparation. NCOAs should have enough SGLs present to ensure that each student receives needed assistance. Proper supervision is a judgment call reserved for the commandant. The training schedule will reflect the times for Study hall.

2. The POI allots a maximum of 26 hours for study hall. USASMA and the NCOA commandants determined this to be the optimum number of hours to ensure even the weakest students have adequate study time. However, commandants have the authority to end or extend study hall hours as required by an entry into the NCOA SOP. SGLs determine when students have completed their study requirements.

3. Many students have study problems that may vary from slow reading and comprehension difficulties, to poor study habits. SGLs must identify which students have these problems and take measures to remedy them.

**Study Hall,
continued**

4. The following are some tips to help the SGL improve the study habits and learning ability of his students.
 - a. Know the students--as individuals--in order to better understand their particular problems.
 - b. Help the slow readers by showing patience and understanding their problems.
 - c. Seek help from the students who know how to study by pairing them up with the slow learners. Peer help is a great team builder.
 - d. Help the students organize their material by showing them how to outline and take notes.
 - e. Ensure the students understand the TSP by having them paraphrase certain material back to the SGL.
 - f. Show students with problems the TSP; this may help them better comprehend and understand the material.
 - g. Build confidence in the students with problems by actively involving them in the small group process.
 5. Nothing helps a problem student more than a caring SGL who takes time to help that student learn and understand the course material. Good SGLs do everything within their control to help their students learn.
-

**Class
Management/
Environment**

1. Commandants must ensure that all SGLs exercise proper class management in order to create an environment conducive to learning. SGLs can successfully manage their classes by understanding two elements: 1) the physical environment of the classroom and 2) effective class management.
 2. The following are some of the important physical environmental and effective class management aspects SGLs should keep in mind--
 - a. Lighting. Correct lighting plays a major role in the student's comprehension of the lesson. Inadequate lighting can sabotage the small group process.
 - b. Temperature. SGLs should ensure that the classroom is neither too hot nor too cool and has proper ventilation.
 - c. Seating. Arrange student seating in a horseshoe configuration so the students can see each other. This supports participation in small group discussion and allows the students to interact with one another and the SGL.
 - d. Noise. The SGL must eliminate or reduce noises that interfere with the learning process.
-

**Class
Management/
Environment,
continued**

- e. Classroom equipment. Multimedia equipment, viewgraphs, and training aids must not obstruct or distract training, and the equipment must be serviceable.
 - f. Prior to class, post a copy of the training schedule and student evaluation plan (SEP), located in Appendix C of this CMP, as a reference for students and visitors.
 - g. The use of nameplates helps identify students and assist in facilitating the small group process.
 - h. Keep the classroom prepared, neat, orderly, and clean. This creates an atmosphere conducive to the learning process.
-

**Training
Schedules**

- 1. Commandants must use the sample training schedule at Figure 3-30 in FM 25-101 in formatting their academies training schedule.
 - 2. Training schedules must reflect all required POI subjects and other activities that affect students, hours of instruction, sufficient information and time to prepare for training, and any remedial training/retesting required for that day of training.
-

Discipline

- 1. SGLs are the key to classroom discipline. Discipline must not interfere with the learning process. Guidance prohibits SGLs from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. This is not to say that discipline does not have a place in the classroom. The most successful SGL is the one who finds the middle ground between too much and too little discipline.
 - 2. SGLs must treat students as they would treat subordinate NCOs in a unit. The key to remember is that soldiers learn better when the SGL treats them with professionalism and respect. The SGL who maintains his professionalism and treats his students like fellow NCOs will successfully manage his class and maintain the proper level of discipline.
-

CHAPTER 4

Lesson Composition

1. This chapter outlines the components in the TSP used to conduct PLDC instruction. Each lesson in PLDC consists of a TSP which may, or may not, contain all of the following components:
 - a. **Cover Page.** Cover page gives the title of the TSP.
 - b. **Table of Contents (TC).** The TC lists the TLO/ELOs and page numbers of various components of the TSP.
 - c. **Section I, Administrative Data.** Provides instructions and guidance to the academy and SGLs. It lists the tasks taught, supported or reinforced, hours by type of instruction, test and review information, prerequisite TSPs, foreign disclosure statement (FD) and clearance requirements, SGL/student requirements, personnel and equipment requirements, and materials and facilities.
 - d. **Section II, Introduction.** This section begins with a brief motivator designed to “grab” the students’ attention. Following this are the TLO, safety requirements, risk assessment, environmental considerations, and evaluation requirements. This section ends with a short lead-in to the lesson.
 - e. **Section III, Presentation.** The SGL uses this section to present the TSP to the students. This section includes each ELO or Learning Step/Activities (LS/A). The LS/A lists the time required to perform the activity, technique of delivery, SGL to student ratio, media, and reference. An LS/A may be a conference, PE, TVT, guest speaker, etc. This section of the TSP contains the narrative that the SGL uses to present the lesson. It is in text discussion and question and answer format, and contains instructor notes that guide the SGL in covering the key points of the TSP. This section indicates when to use visual aids (VAs) and other training aids in support of the instruction. The SGL may add his own experiences, thoughts, and questions while presenting the TSP to help the students understand the material better.
 - f. **Section IV, Summary.** This section summarizes the lesson and provides a transition statement leading to the next lesson--if appropriate.
 - g. **Section V, Student Evaluation.** This explains the type of test and evaluation the students will receive.
 - h. **Appendix A.** Contains the facsimiles of the VAs used in the presentation of training. These are visual training aids to help students grasp key points of a lesson. USASMA includes full-size Powerpoint slides for use by academies as black and white copies to produce the actual transparencies or for multimedia-based presentations in the lessons. NCOAs may not alter the VAs’ text; however, NCOAs may add their logos, etc.

**Lesson
Composition,
continued**

- i. **Appendix B.** USASMA does not attach any written examinations to a TSP, only performance evaluations. USASMA ships written examinations as a separate component to the test control officer (TCO).
 - j. **Appendix C.** Contains all practical exercises (PE) and solutions to the practical exercises (SPEs). A practical exercise reinforces the training through application. PEs allow the SGL to evaluate how well the students learned the lesson material. Practical exercises may take the form of role-playing or a question and answer evaluation. PEs contain a school solution--in most instances--the students can use to compare to the PE they completed.
 - k. **Appendix D.**
 - (1) Contains all student handouts (SHs) and may consist of maps, doctrinal extracts, or similar items the student may need to complete the TSP requirements. It also contains the student advance sheet that provides the student an overview of the TSP, TLO, ELOs, reading assignments, and special instructions for the student. NCOAs normally issue Appendix D during inprocessing but definitely prior to presentation of the training. USASMA recommends that the student receive his student handouts at inprocessing.
 - (2) The student handout will replace the majority of the ARs, FM, TC, etc used in developing the TSPs.
- 2. Most of the student handouts that contain extracts from doctrinal publications have the label “**RECOVERABLE**.” However, the decision to use this label is up to the commandants’ discretion. USASMA only recommends this in the interest of saving printing and shipping costs.
-

CHAPTER 5

Control Procedures for Student Measurement Instruments (Tests)

For proper control procedures for student measurement instruments (tests), Commandants must--

- a. Provide proper command supervision of student test instruments.
- b. Provide sufficient personnel and adequate facilities for administration of student test instruments.
- c. Appoint a test control officer (TCO) and alternate test control officers (ATCOs) as required, for prompt compliance with student testing requirements.
- d. Ensure effective safeguarding of student test instruments from loss or compromise.
- e. Take immediate corrective action in the event of loss or compromise.
- f. Direct students and cadre to report to the staff and faculty of the test administering activity any situation regarding any possible or known loss, disclosure, or compromise of a test instrument.
- g. Ensure all personnel who handle sensitive test material have an absolute need to know, and are responsible for limiting access of test material to others without a need to know.

NOTE: Rank or position is not the primary determining factor for “need to know.”

NOTE: Refer to Appendix F of this CMP for an example of a Test Control SOP.

(REF: TRADOC Test Policy and Procedures Memorandum and Enclosures, 6 Oct 01)

Test Control Officer (TCO) and ATCO Requirements

1. Commandants must officially appoint or relieve the TCO and ATCOs in writing.
 2. The TCO/ATCO may be a commissioned officer, warrant officer, or enlisted person in the pay grade of E-7 or above and be a graduate of the course (if enlisted).
 3. Commandants may appoint a civilian (GS-5 or above) when there are no commissioned officers, warrant officers, or senior NCOs available.
 4. Commandants must provide a copy of the appointment orders to USASMA.
-

**TCO/ATCO
Responsibilities**

The TCO/ATCO will--

- a. Advise the commandant on matters pertaining to test control procedures and administration.
 - b. Maintain a testing facility standing operating procedure (SOP) containing the following as a minimum--
 - 1). A records system for administrative operations of the testing facility.
 - 2). Procedures for requisitioning, handling, storing, scheduling, administration, and scoring of tests.
 - 3). Disposition of test materials.
 - 4). Procedures for transmitting test results to the proper personnel.
 - 5). Procedures governing security of test materials IAW this CMP. (See Appendix F of this CMP for an example SOP).
 - c. Designate in writing personnel authorized access to and handling of test materials and ensure--
 - 1) Thorough indoctrination of all personnel in the testing facility.
 - 2) All personnel, upon their assignment to the testing facility, review the testing facility's SOP and quarterly thereafter. Maintain written documentation for a period of one year.
 - 3) That personnel who administer and score tests, understand and practice correct procedures for administering and scoring each assigned test.
 - 4) To monitor all procedures prescribed in the testing facility SOP.
 - d. Establish a quality assurance (QA) Program to inspect testing sessions to ensure the proper handling and administering of all tests. Academies will inspect test sessions quarterly (except for part-time NCOA's where infrequent class scheduling may only allow to inspect annually). Maintain records until the next accreditation visit. This will ensure that only authorized personnel handle test booklets, scoring keys, and completed answer sheets.
 - e. Exercise close supervision over all phases of test receipt, storage, protection, issue, administration, scoring, and destruction.
 - f. The following are TCO responsibilities that are necessary to secure and safeguard all examinations. The TCO will--
-

**TCO/ATCO
Responsibilities,
continued**

- g. Maintain control over all examination materials. USASMA sends all test materials only to the TCO via return receipt mailing.
 - h. Upon receipt of test material, conduct a 100 percent quality control check of all examination booklets to ensure that there are no missing pages and that all pages are legible. Stamp or mark all examination booklets with a control number immediately upon receipt from the print plant or from the person reproducing the examination. This is an essential requirement to maintain accountability of examination materials. (Remember, the master must also have a control number, as well as CDs, floppy disk, etc.)
 - i. Prior to issuing examination booklets to the test examiner (or whomever the NCOA designates as a test examiner), place a control number on the examination answer sheet. (Local policy dictates where the exam control number appears on the answer sheet). Ensure the control number on the answer sheet corresponds to the control number on the examination booklet issued with it (with the addition of “AS” to the serial number). If using review sheets (with the addition of “RS” to the serial number), put control numbers on them as well.
 - j. Issue each test examiner only the number of examination booklets and answer sheets required to test his students. Inventory the examination booklets and answer sheets with the test examiner prior to issuing them. The test examiner accepts responsibility for the examination materials while they are in his possession. When the test examiner returns the examination materials to the TCO, the TCO will inventory them to ensure proper accountability.
 - k. Store all examination material not in use where only authorized personnel have access to it. Examination material includes the examination booklets, exam item sheets, completed answer sheets, and changes to test material.
 - l. Maintain a copy of the written test administration guidance (TAG) at all times (see Appendix A, this CMP).
 - m. Ensure that the Test Examiners do not know in advance what questions are on the examination.
 - n. Issue test examiners examination material just prior to their administering the examination. The TCO, ATCO, or another designated cadre, other than the test examiner who gave the exam, collects all examination material for grading. The test examiner who gave the examination will not grade examinations in a group room with the students present.
-

**TCO/ATCO
Responsibilities,
continued**

- o. Upon receipt of new tests or changes from USASMA, remove and destroy the old versions and replace them with the new versions or changes.
 - p. Control and safeguard changes to the same standard as current test material.
 - q. Maintain an inventory of PLDC test material using DA Form 5159 (or a locally produced form). Conduct an inventory quarterly and additional inventories may be necessary upon reproduction of exam booklets. Maintain records for a period of 1 year.
-

**Test Examiner
Duties**

Test examiners must--

- a. Read the test instructions verbatim to the students taking the test and allow for questions during or upon completion of the reading.
 - b. Answer only those questions that pertain to test procedures, time limits, purpose, and use of test.
 - c. Announce or provide visual display of specific time remaining, such as 60, 30, or 5 minutes.
 - d. If assigned a section of a room, watch over their assigned section so as not to distract the students.
 - e. Carry out, in sequence, all instructions given.
 - f. Ensure that all students have the necessary materials for taking the test and that they follow directions correctly.
 - g. Strictly adhere to test time limitations.
 - h. Upon completion of testing, the SGL will collect all testing materials as quickly as possible, check for any missing pages, and account for all testing materials prior to conducting an AAR.
 - i. If the SOP allows students who finish early to leave the testing area, ensure they do not disturb those still working.
-

**Testing
Conditions and
Environment**

The following testing and environmental conditions should bring out the students' best performance. Test examiners must ensure that--

- a. The test facility is reasonably free from environmental distractions.
 - b. The students are fully aware of the reasons and importance for taking the test.
 - c. Students are comfortable and rested.
-

**Testing
Conditions and
Environment,
continued**

- d. The testing room is quiet. (Frequent or loud noises may interfere with the test performance; therefore, never conduct ordinary business in the test location. NCOAs should soundproof testing buildings and rooms located near frequent loud noises).
 - e. Instructions are loud enough and clear so all students can hear and understand them.
 - f. The testing room and working surface are adequate and comfortable. (Lighting should be such that there are no shadows or strong glares on working surfaces).
 - g. The testing room's ventilation, temperature, and humidity provide comfort for the students. Unless it's unavoidable, students should not test when the environmental conditions are so extreme that it interferes with their concentration.
 - h. The space allotted for each student is sufficient enough to hold all his associated testing materials.
 - i. No student will give or receive help during the test. The use of partitioned booths or alternate seating helps to prevent collaboration.
-

**Security of Test
Components**

- 1. The TCO or ATCO will include the following security measures as a minimum:
 - a. Store test components in locked rooms or containers--when not in use or transit--where they are not accessible to unauthorized individuals.
 - b. Store the test booklets and solutions in separate locked containers.
 - c. Do not return completed test answer sheets to the examinees. The only information furnished to the examinee is the test score or subtest scores and other administrative information found in the identification portion of the answer sheet.
 - d. Conduct a quarterly inventory--as a minimum--of all test booklets, administration and scoring manuals, and scoring keys. The commandant may establish a more frequent inventory schedule.
 - e. Mark the bottom of each page of sensitive test material with "**FOUO-Sensitive Examination (Testing) Material**", and the label of any disks containing such test material. Also, mark the backside of the last page of all examination material.
 - f. Apply indelible serial numbers to test booklets, manuals, scoring keys, and optical scanner test scoring machine forms for internal security control. Use the office symbol of the activity or the next higher headquarters, which has an assigned office symbol. Do not assign serial numbers of previously destroyed materials for newer test materials. (Don't forget to mark your masters.)
-

Security of Test Components,
continued

- NOTES:**
- The security requirements established in this CMP meet the requirements for handling “Sensitive in Nature” materials. These components bear the designation “**FOUO-Sensitive Examination (Testing) Material.**”
 - **DO NOT** use DA Label 87, “**FOR OFFICIAL USE ONLY**” cover sheets or this term on any test materials.
- g. Ensure personnel account for all test components at all times. Make exact counts of test components, except unused answer sheets, when taken from and returned to the locked cabinets. Each time sensitive test material (weather paper-based or disk-based) is removed from its locked container, a record of sign-out (name, organization, etc,) will be made.
- h. Whenever transferring sensitive material, make a record of:
- (1) Date of transfer.
 - (2) Method of transfer.
 - (3) Who was responsible for the transfer?
 - (4) The exact material transferred.
2. The following minimum additional controls apply for electronic media files--
- a. Secure files at least with password/userid protection.
 - b. When accessed, first page screen must display the warning “**DO NOT COPY, PRINT, TRANSMIT, OR SAVE UNLESS SPECIFICALLY AUTHORIZED TO DO SO.**”
 - c. Restrict access when viewing material on screen.
 - d. Allow **NO** unauthorized copying.
 - e. **DO NOT** store or transfer material to an uncontrolled system.

Actions for Loss, Compromise, or Possible Compromise of Test Components

1. Every incidence of suspected unauthorized disclosure of sensitive in nature test material requires an investigation and the compromise substantiated, refuted, or left unsubstantiated. If an investigation refutes possible compromise--shows it to be false or erroneous--no further action is necessary.

**Actions for
Loss,
Compromise, or
Possible
Compromise of
Test
Components,
continued**

2. Upon completion of an investigation which finds there is a compromise or potential compromise, the commandant--or other designated authority--will report the incident to their chain of command. The commandant or designated representative will--
 - a. Conduct a thorough investigation of the compromise, possible compromise, or loss, and initiate proper actions to prevent recurrence of loss or compromise of test materials.
 - b. Decide the risk mitigation factors to employ.
 - c. Maintain a record of the results of the investigation and actions, if any, taken.
 - d. If warranted, initiate actions IAW AR 15-6.
 3. If the investigation substantiates or cannot definitely refute the compromise--suspected but unsubstantiated--the commandant must immediately conduct a risk assessment based upon the level of control required of the test. The risk assessment must mitigate any serious consequences from the loss. At the discretion of the commandant --or other designated authority--the procedures for mitigation must include, but not be limited to, one or more of the following:
 - a. Withdrawal of the test booklet from use and immediate notification to USASMA PLDC Chief, DOTD.
 - b. Retesting of one or more students using unsuspected versions.
 - c. Take no action if unsubstantiated.
-

**Exam Advance
Sheets**

During inprocessing, NCOAs will provide the students with the advance sheets (Appendix C) for each examination. The advance sheets inform the student which lessons the TSP trains, what areas the examination evaluates, and the references or student handouts each examination requires.

Practice Exams

- Commandants have the option to design a practice written examination.
 - Time to give the practice examinations will come from S202, Training Support Activity Hours.
 - Practice Exams questions will not be taken from USASMA's examinations.
 - Practice Exams must be similar to the actual exams to provide the students with an idea of how the actual exams will be.
 - Practice Exams are not a test control item. SGLs may maintain practice exams.
-

**Open-Book
Written Exams**

1. All examinations are open-book requiring the students to apply knowledge to solve problems in an environment that simulates the soldier's duty positions.
2. Allow students to use any reference material available to them during the examination, for example: student handouts, publications issued for the course, personal notes, calculators, and computers. This is subject to the following restrictions:

NOTE: Items a and b are at the discretion of the commandant.

- a. Students must not damage recoverable publications (PUB). This means that students will **NOT** tab, fold, crease, highlight, or write on pages of **RECOVERABLE** PUB. They may, however, tab recoverable reference material with a nonpermanent adhesive tab, such as a Post-it, that will not mark or damage the PUB.
 - b. Students may highlight and make marginal notes only on **NON-RECOVERABLE** reference material.
 - c. Students may use computers issued by the NCOA that has references stored on the computer. Computers must not be able to communicate with other student computers.
 - d. Students may **NOT** have cell phones or beepers in their possession while testing.
3. All material used during the examination must be the student's own or material the NCOA issued for the individual student's use.
 4. The intent is to ensure students know the lesson material, know how to research, and know how to find the correct answer.
-

**Exam
Development**

1. USASMA provides one digital copy of the Examination Test Booklets and Solutions, Versions A, B, and C, to the TCO separate from other course material for security purposes. The TCO must locally reproduce required additional copies. Written examination booklets 1 and 2 contain 40-questions, and booklet 3 contains 20-questions.
 2. To ensure standardization, use **ONLY** those examination test booklets and solutions provided by USASMA.
 3. Commandants may--at their discretion--alternate test versions. All versions test a student's knowledge on the same ELOs but with different questions.
 4. To provide effective control of test versions, TRADOC Test Measurement SOP recommends that TCOs print a sufficient amount of test version booklets for the projected class size plus a surplus established by the commandant for unanticipated walk-ons.
-

**Exam Answer
Sheets**

1. Commandants have the option to use the most readily available examination answer sheets. NCOAs may have the answer sheet either commercially or locally produced. Commercially produced mark-sense answer sheets have an advantage over locally produced sheets because a machine or a manual answer key makes grading easier, faster, and more accurate.
 2. The answer sheet will usually not have information blocks that apply to PLDC. See Appendix A, Test Administrative Guidance (TAG-1), this CMP for required entries.
 3. NCOAs will develop an answer key for each examination version and identify it accordingly.
-

**Scheduling
Written Exams**

Based on the course map, suggest the following days for administering Written Exams I, II, and III--

- a. Written Examination I on approximately day 11.
 - b. Written Examination II on approximately day 16.
 - c. Written Examination III on approximately day 21.
-

**Evaluating
Results of
Written Exam
and
Performance
Tests**

1. To receive a passing score, students must score at least 70 percent or higher on each written examination. Written examinations I and II have 40 test questions. This means each question has a value of 2.5 points. On a 40-question exam, the student must answer 28-questions or more correctly to receive a passing score. Missing 13 or more questions results in a failing score.
 2. Written Examination III has 20-questions. This means each question has a value of 5 points. The student must answer 14 or more questions correctly to receive a passing score. Missing 7 or more questions results in a failing score.
 3. In addition to the written examinations, students must successfully complete performance tests to meet course graduation requirements in the following areas:
 - a. Army Physical Fitness Test (APFT). (IAW FM 21-20w/C1) (GO).
 - b. Army Physical Fitness Training Performance Evaluation Test (GO).
 - c. Drill and Ceremonies Performance Evaluation Test (GO).
 - d. Individual Training Performance Evaluation Test (GO).
 - e. Land Navigation Performance Evaluation Test (GO).
 - f. Leadership Performance Evaluation Test, Garrison and STX (GO).
-

**Evaluating
Results of
Written Exam
and
Performance
Tests, continued**

4. Students may **NOT** use notes/cue cards during the performance evaluations of 3a through 3c above.

(REF: AR 350-1, Chap 3, para 3-18; TR 350-18, Chap 3, para 3-27; and TR 350-10, Chap 2, para 2-9)

**Retest
Procedures**

1. NCOAs will schedule remedial training and retesting for soldiers who fail any initial written or performance evaluation. They will retest the students only once using the appropriate test version.

2. Should a student fail the initial APFT, NCOAs will schedule and conduct remedial training and retest one time within seven to fourteen days.

3. NCOAs will annotate retest scores in the students' course records along with counseling and remediation documentation. However, students who require and pass a retest will receive the minimum passing score (70 percent) for that event. NCOAs will automatically remove these students from class honors consideration, and use the 70 percent score for any type of averaging.

4. If a student receives two failing scores (one initial test and one retest) on any single exam/performance evaluation, the Commandant must dismiss the student from the course.

5. Due to the strict training regimen of the course, commandants must dismiss those students who, after a successful appeal, fail a second retest.

(REF: AR 350-1, Chap 3, para 3-18 and TR 350-10, Chap 2, para 2-9a and b)

**After Action
Review (AAR)**

1. Conduct an AAR following each written examination in order for students to know what questions they missed and to learn from their mistakes. To conduct a proper AAR, while not compromising the exam, USASMA recommends the following procedure:

- a. At the beginning of the exam, issue each student a sheet of paper numbered 1-40 or 1-20 with the test booklet and answer sheet.
-

**After Action
Review (AAR),
continued**

- b. Have the students write their names, test serial number and student numbers on the sheet of paper.
 - c. Tell the students that the sheet of paper is for an AAR that it is not an answer sheet. Tell them that after they complete the examination, to copy their answers from their test answer sheet onto the test review sheet.
 - d. Once the students complete the exam and fill out their review sheets, the students will turn in the test booklet and the test answer sheet to the test examiner.
2. While the TCO/ATCO grades the examinations, the Test Examiner may begin the AAR. Conduct the AAR by using one test booklet and go over each question and discuss the correct answers with the students. At the conclusion of the AAR, the test examiner will collect all review sheets and turn them into the TCO for destruction.
-

**Test Item
Analysis**

- 1. The TCO/ATCO must conduct a test item analysis of the results of each examination to identify any test item discrepancies, such as 40 percent or more of the students failing a particular test item (question). In the event of such a failure rate, the commandant must convene a Test Item Certification Committee (TICC) of no less than three cadre personnel.
 - 2. The most important aspect of test item analysis is the TICC. If more than 40 percent of the students answer an item incorrectly, the TICC must review the test item for validity based on the following as a minimum:
 - a. Is it a valid test item (grammatically correct with only one correct response)?
 - b. Did review of the TSP ensure the material was taught?
 - c. Did the SGL adequately present the material?
 - d. Does it appear to be a trick question?
 - e. Was the item explicit enough for respondent to easily understand it?
 - f. Is the item overly complex (requires several readings for the reader to understand)?
 - g. Are the distracters too closely worded (not easily distinguishable)?
 - h. The TICC must determine if the question is valid or needs rewriting. If the TICC determines a question is not valid, the TICC then recommends to the commandant to award credit to all students for that test item.
 - i. The commandant must ensure that DOTD at USASMA receives immediate notification of a test item determined by the TICC to be defective.
-

**Student
Developmental
Counseling,
Test Failures**

Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development at PLDC. SGLs must use developmental counseling continually on both the positive and negative aspects of their students' performance throughout the course. Identifying the student's strengths, weaknesses and way to improve will assist the student to successfully complete the course. See Appendixes A and E of this CMP for developmental counseling requirements and forms.

(REF: TR 350-10, Chap 2, para 2-7g and TR 350-18, Chap 3, para 3-29)

**Destruction of
Test Materials**

1. The TCO/ATCO will destroy--
 - a. Test components (except for test answer sheets filled in by test examinees) that have become mutilated or marked through use, superseded, or that you cannot make usable by erasing, transparent tape, disk, or stapling.
 - b. Test material by burning, shredding, melting, or chemical decomposition.
 - c. Student test/performance answer sheets upon completion of the course.
 - d. Non-graduate student test answer sheets at the end of 24 months.
2. The TCO, having custody of/or supervision over the test material, validates the destruction process.
3. When destroying sensitive test materials, make a record of--
 - a. Date of destruction.
 - b. Method of destruction.
 - c. The individual responsible for the destruction.
 - d. The exact material destroyed.

(REF: TRADOC Reg 350-10, Chap 2, para 2-8c and TRADOC Test Policy and Procedures Memorandum and Enclosures)

**Land
Navigation
Course
Construction**

1. The land navigation course will have a minimum of four points and be a self-correcting course. Construct and maintain the land navigation course using the following minimum guidelines:
 - a. Perform a map and ground reconnaissance checking the terrain to determine position stake locations.
 - b. Plot the locations of the position stakes on the appropriate scale map.
 - c. Request support from your local engineer or field artillery unit to survey the position stakes in
 - d. Survey the position stakes and emplace them.
 - e. Certify the course--semiannually as a minimum--by having SMEs negotiate each lane of the course to the same standard established for the students. All assigned or newly assigned SGLs must negotiate the course to the same standard as the students.
 - f. Prepare course requirement sheets.
 - g. Complete a risk assessment of the training area.
 - h. Distance between points will be no less than 600 meters and no more than 800 meters for the course. Ensure that terrain features **DO NOT** extend the length of the legs beyond 800 meters.
 - i. Locate points on prominent terrain features if the local training area permits. Bridges, roads, towers, hilltops, road junctions, etc., are the optimal control points. Place large size silhouettes of personnel, equipment, or markers on the terrain features if not prohibited by local SOP. The intent of this requirement is to make the objective clearly visible. USASMA defines a large size marker as one that is visible to the student from a distance of 50 meters.
 - j. Clearly identify boundaries and safety requirements established by local SOPs.
 - k. Take measures to ensure that no one compromises the course, such as rotating the types of silhouettes or equipment found at the control points.
 - l. Develop a pace-count course and fix post/select points with known azimuths so the students can determine their pace count and verify the accuracy of their compass. The pace-count course should be 300 meters long and laid out over the same terrain as the course. Do not lay out the course on a road.
 - m. Place the eight-digit coordinates of the points on the point markers. This will allow the students to check their work to see if they arrived at the correct point. If not, then the students will be able to--
-

**Land
Navigation
Course
Construction,
continued**

- (1) Find where they are on the map.
 - (2) Try and determine what they did wrong and make corrections.
 - (3) Plot an azimuth to one of their designated points.
2. Develop a local risk/environmental assessment and terrain briefing.
-

**Land
Navigation
Exam Pretest**

At the commandant's discretion, he may choose to allow students to test out on the land navigation examination following the procedures below:

- Students complete the instruction on TSPs W221 and W226.
 - Commandants use the practice land navigation test (PE-2) in W226 as the opportunity for students to try and test out.
 - The land navigation course for PE-2 meets the same standards as the test course as described above.
 - Students meet the requirements of finding three of the four points.
 - Follow the guidance in PE-2 of TSP W226.
-

NOTE: 1. Commandants may substitute 1:25,000 local map sheets for 1:50,000 map sheets for land navigation.
2. See the Test Administrative Guidance (TAG), Appendix A, this CMP for testing guidance.

(REF: FM 3-25.26, Chap 2, para 2-8, Chap 14, para 14-3, and CMP)

CHAPTER 6

The Army School System (TASS) Institutional SOP

All NCOAs must develop and maintain a unit SOP. The SOP will contain, as a minimum, policy and procedures for--

- a. Verifying student prerequisites.
- b. Ensuring students and staff are in compliance with AR 600-9.
- c. Test control and accountability.
- d. Student inprocessing and outprocessing.
- e. Student dismissal and appeal process.
- f. Preparation and distribution of student evaluation plan (SEP).
- g. Refresher/remedial training for retesting.
- h. Resource training.
- i. Developmental counseling requirements.
- j. Soldier safety and force protection.
- k. Conducting risk assessment/risk management.
- l. Preventing sexual harassment and enforcing compliance with equal opportunity policies.
- m. Prohibited soldier relationships/fraternization.
- n. Maintenance of student and SGL records.
- o. Procedures for a referred academic evaluation report (AER).

(REF: TR 350-18, Chap 3, para 3-2; AR 600-20, Chap 4, para 4-15, 4-16; AR 670-1; and TR 385-2)

Safety and Force Protection

1. Force protection must be an integral part of the NCOA's mission planning by including risk management (RM) in the decision making process. RM eliminates unnecessary risk to the force and the mission, minimizes fratricide, and avoids accidental injury to soldiers, and damage to equipment. Force protection responsibilities continue around the clock, both on and off duty.
2. Safety in training and training safely are not synonymous. NCOAs will achieve safe training by integrating safety in their planning, development, and conduct of training IAW FM 7-0 and FM 7-1. Leaders must commit to accomplishing missions without unnecessarily jeopardizing lives and equipment. NCOA cadre and students must recognize unsafe behavior while making prudent risks decisions and developing operational processes to minimize hazards.

**Safety and
Force
Protection,
continued**

3. Training safety consists of three interlocking tiers:
 - a. Tier 1. The commander validates soundness of training and evaluates plans for safety and resolving safety issues.
 - b. Tier 2. The first line leader identifies necessary actions by responsible individuals, establishes a system to monitor training safety, and focuses on adherence to standards.
 - c. Tier 3. Individual soldiers look after themselves and others. They know how to recognize unsafe conditions and acts.

(REF: TR 350-10, Chap 2, para 2-18)

**Risk
Management
(RM)**

1. The CG of TRADOC retains signature approval of EXTREMELY HIGH level training residual risks. The proponent commander or commandant will sign and forward to HQ, TRADOC (ATOS) his or her position on acceptability of EXTREMELY HIGH residual risks. Proponent commanders or commandants have signature authority for HIGH, MEDIUM, and LOW level training risks. They may delegate their signature authority for MEDIUM and LOW level risks.
 2. RM is a five-step process integrated into training decision making to identify and eliminate unnecessary risk by--
 - a. Identifying potential hazards that soldiers may encounter during mission or task performance.
 - b. Assessing hazards.
 - c. Making risk decisions and developing controls.
 - d. Implementing appropriate controls to reduce or eliminate hazards.
 - e. Supervising mission/task performance to include evaluating performance to adjust as needed and incorporating lessons learned into future actions.
 3. Leader safety training must include progressive and sequential RM and fratricide prevention training.
 4. NCOAs must--
 - a. Adhere to TRADOC's risk acceptance decision authority levels in all training operations.
 - b. Establish course safety standards and integrate safety/caution statements, RM decisions, and fratricide prevention actions into appropriate training documents.
-

**Risk
Management
(RM),
continued**

- c. Post the highest risk assessment level for the current day's training adjacent to the training schedule and a copy in the visitors' folder.
- d. Ensure the RM is visible to students during tactical training situations in a centralized location. There is no requirement for maintaining records of the daily risk assessment level.
- e. Ensure during tactical training events that adequate medical personnel, communications equipment, and transportation are readily available. NCOAs may use combat lifesaver certified personnel in lieu of assigned medical personnel.¹

¹ This **DOES NOT** constitute a requirement to train personnel as combat lifesavers. TRADOC does not permit this.

(REF: TR 385-2, Chap 4, para 4-3; TR 350-10, Chap 2, para 2-17 and FM 100-14)

**Environmental
Protection and
Stewardship**

- 1. Leaders are the Army's environmental stewards. They have a professional and personal responsibility to--
 - a. Understand and support the environmental program.
 - b. Integrate into every mission the Army's vision to be a national leader in environmental and natural resource stewardship for present and future generations.
- 2. Leaders must use the same five-step RM process for environmental protection and stewardship to identify, eliminate, or reduce environmental risks whenever possible.

(REF: TR 350-10, Chap 2, para 2-19 and TC 5-400)

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Appendix A

Test Administration Guidance (TAG)

This Appendix Contains This appendix contains the items listed in this table--

Item	Pages
Written Test Test Administration Guidance (TAG) 1	TAG-1-1 thru TAG-1-3
Army Physical Fitness Test (APFT) Test Administration Guidance (TAG) 2	TAG-2-1 thru TAG-2-3
Army Physical Fitness Training Test Administration Guidance (TAG) 3	TAG-3-1 and TAG-3-2
Army Physical Fitness Performance Test Sheet (T224)	PTS-3-1 and PTS-3-2
Drill and Ceremonies (D&C) Test Administration Guidance (TAG) 4	TAG-4-1
Drill and Ceremonies Performance Test Sheet (T228)	PTS-4-1 and PTS-4-2
Individual Training Test Administration Guidance (TAG) 5	TAG-5-1 and TAG-5-2
Individual Training Performance Test Sheet (T223)	PTS-5-1 and PTS-5-2
Land Navigation Test Administration Guidance (TAG) 6	TAG-6-1 thru TAG-6-5
Land Navigation Performance Test Sheet (W226)	PTS-6-1 and PTS-6-2
Demonstrated Leadership Test Administration Guidance (TAG) 7	TAG-7-1
Demonstrated Leadership (Garrison) Performance Evaluation Test Sheet	PTS-7-1 and PTS-7-2
Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet	PTS-7-3 and PTS-7-4
Student Record of Training	SRT-8-1
Performance Step Evaluation Conversion Chart	CC-9-1

NOTE: Testing guidance contained in this appendix takes precedence over instructions in the individual Training Support Package (TSP).

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Written Test Administration Guidance (TAG) 1

PLDC FORT NOWHERE NCO ACADEMY	TEST BOOKLET NUMBER:
EXAMINATION:	VERSION:

1. This test booklet contains pages 1 thru _____. Count and check each page now. **DO NOT READ THE QUESTIONS OR STUDY THE EXAMINATION AT THIS TIME.** You are to check the examination booklet for completeness and legibility **ONLY**.

2. **ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may not communicate with other students, give or receive assistance, make a record of your answers anywhere but on the answer sheet and review sheet provided, or discuss/pass on information about this examination to other students.

3. All questions have only one correct answer. Make all responses clearly and legibly on the answer sheet provided. **DO NOT MARK IN THE TEST BOOKLET.** Ensure that the question number in the booklet corresponds to the question number on the answer sheet. **READ EACH QUESTION CAREFULLY.**

4. You have 2 hours (120 minutes) to complete the exam. Upon completion of the exam, your test examiner will conduct a 30-minute after action review of the correct responses. You may not leave this room unless released by the person administering the examination.

5. You received a mark sense form answer sheet with a control number affixed. Complete the identification box with the information IAW the following instructions:
 - a. Name (Last Name, First, MI).
 - b. Student No.
 - c. Date.
 - d. Time.
 - e. Exam No.
 - f. Test examiner's name.
 - g. Disregard the number that appears to the right of each question.
 - h. Use only a number 2 pencil for entries.
 - i. Darken the desired answer block completely. Do not extend the marks outside of the answer block.
 - j. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.
 - k. Work carefully so as not to make stray pencil marks.
 - l. If you have a question during the examination, raise your hand and the test examiner will come to you.

Written Test Administration Guidance (TAG) 1, cont

6. The minimum passing score for this examination is 70 percent. This is a 40-question examination. You must answer 28 or more questions correctly to achieve a passing score. Each question has a weight of 2.5 points based on a total weight of 100 percent. A passing score is a graduation requirement. You may take one retest and must retake the entire test.
7. The following Table depicts which TSPs you will be tested on for each written exam:

WE01 Exam TSPs			WE02 Exam TSPs		WE03 Exam TSPs
L221	L222	L223	L228	T227	W221
L224	L225	L226	T229	L234	W222
L227	L229	T226	T230	T223	W223
T231					

8. The following academic ratings apply:
- 0-69 is UNSATISFACTORY.
 - 70-89 is SATISFACTORY.
 - 90-100 is SUPERIOR.
 - Retest is SATISFACTORY with a maximum score of 70 percent.
9. Read each question carefully and place your response in the space provided on the answer sheet.
10. This is an open-book exam. You may use the notes and references cited in the advance sheets.
11. Upon completing the exam, record your answers on the review sheet provided. You will use this during the AAR. You will turn in the test booklet and the mark sense form answer sheet to the test examiner upon completion of the exam.
-

NOTE: For written examination three, use the same instructions as above except for paragraphs 4 and 6. Paragraphs 4 and 6 will read as follows:

4. You have 1 hour (60 minutes) to complete the exam. Upon completion of the exam, your test examiner will conduct a 30-minute after action review of the correct responses. You may not leave this room unless released by the person administering the examination.
6. The minimum passing score for this examination is 70 percent. This is a 20 question examination. You must answer 14 or more questions correctly to achieve a passing score. Each question has a weight of 5 points based on a total weight of 100 percent. A passing score is a graduation requirement. You are authorized one retest and must retake the entire test.
-

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

CIRCLE OR "X" THE APPROPRIATE WRITTEN EXAM NUMBER:**I****II****III****TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

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ARMY PHYSICAL FITNESS TEST (APFT) TEST ADMINISTRATION GUIDANCE (TAG) 2

APFT Test Administration	Commandants will conduct the APFT IAW Chapter 14 of FM 21-20w/C1. FM 21-20, Chap 14, p 14-19, Maximum score is 300.
APFT Test Requirements	Students must take the initial Army Physical Fitness Test (APFT) for record within 72 hours of enrollment as a course graduation requirement.
Environmental Considerations	Base environmental considerations IAW local SOP and Chapter 12 of FM 21-20w/C1.
Safety Considerations	Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1.
Instructions to Students	<ol style="list-style-type: none">1. Read test instructions to students IAW “Instructions” Chapter 14, FM 21-20w/C1. You may take one retest and must retake the entire test.2. The following academic ratings apply:<ol style="list-style-type: none">a. 0-179 rates UNSATISFACTORY.b. 180-259 rates SATISFACTORY.c. 260-300 rates SUPERIOR.d. Retest is SATISFACTORY with a maximum score of 70.3. Use the following academic ratings for soldiers with permanent profiles:<ol style="list-style-type: none">a. Those soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.b. Soldiers taking an alternate event for the 2-mile run receiving a GO, receive a score for that event equal to the average of the scores for the other two events.

NOTE: See the APFT ACADEMIC CONVERSION CHART at TAG-2-2.

(REF: FM 21-20, Chap 14 and AR 600-8-19, Chap 3, para 3-49b(1))

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

- NOTE:**
1. Soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and use the actual score for each event taken and must qualify on the 2-mile run or approved alternate aerobic event test.
 2. Soldiers taking an alternate event for the 2-mile run and receive a GO will receive a score for that event equal to the average of the scores for the push-up and sit-up events.
 3. The intent is to allow soldiers with a profile the opportunity to compete for honors in the same manner they compete for promotion points.
 4. The above chart has a weight of 100 percent as its basis.
 5. IAW FM 21-20, Chap 14, p 14-19; Maximum score is 300 with no extended scale.
- (REF: AR 600-8-19, Chap 3, para 3-49b(1) and FM 21-20)

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

ARMY PHYSICAL FITNESS TEST (APFT)**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

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ARMY PHYSICAL FITNESS TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 3

Overview

1. This performance test measures the student's ability to properly conduct an Army Physical Fitness Training session.
 2. See page CC-9-1, this appendix, for performance step to academic grade conversion chart.
-

**Personnel,
Equipment,
and Materials
Required**

1. Personnel. Number of students to test: 6-8; Number of evaluators: 1.
 2. Equipment. As required to effectively conduct training assignment.
 3. Materials. Training area large enough to accommodate a 1:6-8 instructor to student ratio for the class size.
-

**Instructions
to Students**

1. You and a fellow classmate must plan the PT session and correctly perform 16 or more of the 23 performance steps to achieve a GO. Although you are leading the PT session with another classmate, your SGL will grade you separately. A GO is a graduation requirement. You have 50 minutes, plus or minus 10 minutes, to complete this performance evaluation test. You may retest one time and must complete the evaluation in its entirety.
 2. You must--
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up improvement exercise or an aerobic event.
 - d. Conduct a cool-down and reassemble the group into a normal interval formation.
 3. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
-

Instructions to Students, continued	4. You may correct an erroneous command without penalty by using the command of “As you were,” before the command of execution, making the correction, and then continuing. You may <u>NOT</u> use notes or cue cards during the evaluation.
Environmental Considerations	Base environmental considerations IAW local SOP and Chapter 12 of FM 21-20w/C1.
Safety Considerations	Base safety considerations IAW local SOP and Chapter 13 of FM 21-20w/C1.
Testing Procedures	<p>1. NCOAs will use the following procedural sequence when evaluating two personnel simultaneously during physical fitness training sessions. Academies may use variations based on conditioning activity and local conditions:</p> <ol style="list-style-type: none">Trainer 1 (1st Student) takes charge of the element and forms it into an extended rectangular formation.Trainer 1 puts the formation “At Ease.”Trainer 2 (2nd Student) joins Trainer 1 and the element begins the warm-up phase by jogging in place.The trainers alternate leading the element through rotations, stretches, and warm-up calisthenics; for example, Trainer 1 conducts neck rotations, then Trainer 2 conducts arm and shoulder rotations, etc.When the warm-up is complete, Trainer 2 returns to the formation and Trainer 1 re-forms the element into a line formation by ordering “Assemble to the right, MARCH.”The trainers pair up and conduct whatever conditioning activity they planned. For instance, they can lead ability groups in a run, conduct circuit-training, etc.When the conditioning phase is complete, Trainer 2 has the element fall in and places it in an extended rectangular formation.Trainer 2 puts the formation “At Ease.”Trainer 1 joins Trainer 2 and they alternate leading the element through cool-down stretches. <p>2. When the cool-down is complete, Trainer 1 returns to the formation and Trainer 2 reforms the element into a line formation by ordering, “Assemble to the right, MARCH.”</p>

Army Physical Fitness Performance Test Sheet (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Extend to the left, MARCH					
Arms downward, MOVE					
Left, FACE					
Extend to the left, MARCH					
Arms downward, MOVE					
Right, FACE					
From front to rear, COUNT OFF					
Even numbers to the left, UNCOVER					
CONDUCTS WARM-UP:		GO	NO GO	GO	NO GO
Identify each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conduct warm-up for 5-7 minutes/focuses on muscles targeted.					
LEADS EXERCISE SESSION:		GO	NO GO	GO	NO GO
Prepared / organized / confident / knowledgeable					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCTS COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (12 sec or more)					
Cool-down performed adequately (5-7 minutes - on muscles used)					
ENDS SESSION::		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Assemble to the right, MARCH					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91% Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70% Unsatisfactory -8=65%					
Strength:		Weakness:			
Remarks:					
INITIAL TEST	SGL Signature		Student Signature		
RE-TEST	SGL Signature		Student Signature		

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

ARMY PHYSICAL FITNESS TRAINING PERFORMANCE TEST**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

DRILL AND CEREMONIES (D&C) TEST ADMINISTRATION GUIDANCE (TAG) 4

**Administrative
Instructions**

1. Evaluate students on their ability to give the appropriate commands for personnel to execute individual drill movements and march in unison as well as execute the movements.
2. See page CC-9-1, this appendix, for performance step to academic grade conversion chart.

**Personnel,
Equipment, and
Materials
Required**

1. Personnel. Number of students to test: 8; Number of evaluators: 1.
2. Equipment. IAW local policy.
3. Materials. Training area large enough to accommodate a 1:8 instructor to student ratio for the class size.

**Instructions to
Students**

1. You must give the appropriate commands for personnel to execute individual drill movements and march in unison as well as execute the movements required IAW FM 22-5. You must correctly perform 16 or more of the 23 performance steps overall to achieve a GO. A GO is a graduation requirement. You may correct an erroneous command without penalty by using the command of “As you were” prior to issuing the command of execution. You may retest one time and must complete the evaluation in its entirety. You may **NOT** use notes/cue cards during the evaluation.
2. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.

**Environmental
Considerations**

IAW local SOP.

**Safety
Precautions**

IAW local SOP.

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Drill and Ceremony Performance Test Sheet (T228)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
FORMING THE SQUAD:		GO	NO GO	GO	NO GO
Assumes the position of attention 3 Steps in front and centered on squad.		NA	NA	NA	NA
Commands, FALL IN.					
Form the squad in line formation.					
Present, ARMS.					
Order, ARMS.					
REST POSITIONS AT THE HALT:		GO	NO GO	GO	NO GO
Parade, REST.					
Stand-at,-EASE.					
At Ease.					
Rest.					
FACING MOVEMENT:		GO	NO GO	GO	NO GO
Left, FACE.					
Right, FACE.					
About, FACE.					
MARCH THE SQUAD:		GO	NO GO	GO	NO GO
Column Left, MARCH.					
Column Right., MARCH					
Column Half Right, MARCH					
Column Half Left, MARCH.					
Left Flank, MARCH.					
Right Flank, MARCH.					
Rear March, MARCH.					
Left Step, MARCH.					
Right Step, MARCH.					
END PERFORMANCE:		GO	NO GO	GO	NO GO
Cadence.					
Command Voice.					
Dismiss the Squad.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70%		Unsatisfactory -8=65%	
Strengths:		Weaknesses:			
Remarks:					
INITIAL TEST	SGL Signature		Student Signature		
RE-TEST	SGL Signature		Student Signature		

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DRILL AND CEREMONIES PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

INDIVIDUAL TRAINING TEST ADMINISTRATION GUIDANCE (TAG) 5

Overview

This performance test measures the student's ability to properly conduct a training session. Each student must successfully conduct one graded training session to satisfy the requirements of the TSP, Training the Force (T223).

Instructions to Students

1. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow soldiers.
 - b. Have 30 minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Have 30 minutes (plus or minus 10 minutes) to train the task.
 - d. Follow the procedures in FM 7-1 (Battle Focused Training) in the preparation and conduct of the training.
 - e. Need all reference material supplied for this lesson.
 - f. Notify your SGL if you should require additional training aids.
 - g. Conduct and complete a risk management worksheet for the task you train IAW FM 100-14.
 2. You must correctly perform 14 or more of the 20 performance steps to achieve a GO. A GO is a graduation requirement. You may retest one time and must complete the evaluation in its entirety.
 3. Your academic score is derived from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
 4. Now, I will provide you with the exact time and date you must present your training session.
-

**Personnel,
Equipment,
and Materials
Required**

1. Personnel. Number of students to test: 8; number of evaluators: 1.
 2. Equipment. As required to effectively conduct training assignment.
 3. Materials. Training area large enough to accommodate a 1:8 instructor to student ratio for the class size.
-

**Safety
Requirements**

Based on risk assessment level, local SOP, and as briefed.

**Environmental
Considerations**

Inform students of any known environmental factors they must observe IAW local SOP.

**Risk
Assessment
Level**

Low. However, conduct a risk assessment IAW FM 100-14 based on individual tasks assigned.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):					STUDENT NO:				
SGL RANK & NAME:				SQUAD:		CLASS NO:			
INDIVIDUAL TASK:									
Performance Step				Rehearsal Date		Init. Test Date		Retest Date	
PREPARATION FOR TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO
Selected Tasks									
Planned the training									
Trained the trainer									
Recon'ed the site									
Implemented hazard controls									
Issued training plan									
Rehearsed									
Conducted pre-execution checks									
PRESENTATION OF TRAINING:				GO	NO GO	GO	NO GO	GO	NO GO
Prepared soldiers for training									
Stated task, conditions, and standards from T&EO									
Briefed risk assessment, safety requirements, environmental conditions									
Demonstrated task to standard from T&EO									
PERFORMANCE OF TRAINING:				GO	NO/GO	GO	NO/GO	GO	NO/GO
Restated conditions and standards									
Evaluated each soldier's ability to perform task to standard IAW T&EO									
Recorded the results of the training									
CONDUCT OF AAR:				GO	NO/GO	GO	NO/GO	GO	NO/GO
Reviewed what was supposed to happen									
Established what happened									
Determined what was right or wrong									
Determined how to do it better next time									
Conducted or scheduled retraining and re-execution of task to standard									
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.				Score		Score		Score	
Superior -0=100% -1=95% -2=90%				Satisfactory -3=85% -4=80% -5=75% -6=70%				Unsatisfactory -7=65%	
Strength: Use back of paper)					Weakness: (Use back of page)				
REHEARSAL	SGL Signature				Student Signature				
INITIAL TEST	SGL Signature				Student Signature				
RETEST	SGL Signature				Student Signature				

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

INDIVIDUAL TRAINING PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

LAND NAVIGATION TEST ADMINISTRATION GUIDANCE (TAG) 6

Evaluation

NOTE: Commandants may schedule the performance examination where they deem appropriate; For example: prior to the STX, immediately following instruction of W223 and W226, during the STX, or following the STX. If commandants schedule the examination during the STX, ensure you add enough time to the STX to cover the test, retraining, and retesting.

The student must plot his four given points and must find three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent or a “GO.” (Plotting the four given points is part of the three hour examination.)

NOTE: NCOAs will allow an additional 15 minutes of time for soldiers to arrive at a central rally point for those NCOAs that do not utilize the fourth point as their rally point.

NOTE: Some students may be able to plot the course well enough to identify a closer point and go there first to save time. Do not penalize those students as long as they identify the correct points.

Grading

Grade the students in the following manner:

- When the three hours begin, students begin plotting and then set out on the course.
 - When the student finds the **LAST** point, the time ends. (See note above concerning 15 minutes of additional time)
 - Students that locate three or more points correctly score a GO.
 - Students that locate less than three points score a NO GO.
-

Administrative Time

Allow a total of 50 minutes to accomplish the following: (Do not include the 50 minutes as part of the 3 hours to conduct the examination.)

- Briefing risk assessment and safety.
 - Checking equipment and verifying pace count.
 - Verifying compass accuracy.
 - Collecting performance evaluation test sheets.
 - Grading student scorecards.
 - Accounting for all personnel.
 - Conducting the AAR.
-

Safety Requirements

1. IAW local SOP and risk assessment level.
 2. Ensure adequate medical personnel or combat life saver qualified personnel, communications equipment, and transportation are readily available.
-

Environmental Considerations

Inform students of any known environmental factors they must observe.

Risk Assessment Level

Low. However, conduct risk assessment IAW FM 100-14 for local area hazards and climatic conditions.

Personnel, Equipment, and Materials Required

1. Personnel. Number of students to test: 8; number of evaluators: 1.
 2. Equipment (one per individual) unless otherwise indicated--
 - a. Lensatic compass.
 - b. Map sheet with grid coordinates and distance to points.
 - c. Land navigation performance test sheet in a document protector (with course boundaries annotated).
 - d. Coordinate scale and protractor, GTA 5-2-12.
 - e. Pencil or marker.
 - f. Paper (two sheets per individual).
 - g. Kevlar helmet, load carrying equipment (LCE), or authorized issued equivalent, with two canteens of water.
 - h. Notes and any other equipment IAW NCOA SOP.
 3. Materials. Training area large enough to accommodate a 1:8 instructor to student ratio for the class size. See page CC-9-1, this appendix, for performance step to academic grade conversion chart.
-

Instructions to Students

1. Welcome to the land navigation course. Today you will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.
-

Instructions to Students,
continued

2. You must plot four points on your map and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement. You may retest one time and must complete the evaluation in its entirety. (**Note:** If the NCOA utilizes a rally point separate from the fourth point, you will receive an additional 15 minutes in order to arrive at the rally point).
 3. Each of you received your coordinates and distance to four points. **When the time starts**, you may plot each of your points on the map, then double check that you correctly plotted the coordinates. (Plotting is part of the 3 hour examination.)
 4. Choose the best route that leads you to each point. Remember to check the type of terrain on the map that you must traverse. The shortest route may not always be the best. Watch for hills, streams, or valleys, that will make your travel difficult. Once you choose a route of travel, determine your grid azimuth to the points.
 5. **DO NOT FORGET TO CONVERT YOUR GRID AZIMUTHS TO MAGNETIC AZIMUTHS**, and compute your pace count for the distance. (Suggest that you determine the data from the start point to the first point. Once you have found the first point, then determine the data to the second point. This will prevent you from mixing up the data to the different points.)
 6. When you arrive at your point, check your coordinate on your worksheet with the coordinate marked on the point. If they do not match, you must make the appropriate actions (find where you are on the map and replot) and continue with the test.
 7. Brief the follow based on local requirements:
 - a. Course boundaries.
 - b. Safety precautions.
 - c. Evaluation termination time.
 - d. Environmental considerations.
 - e. Identification of course control points and markers.
 - f. Procedures for evacuation of injured personnel.
 - g. Heat or cold injury precautions.
 - h. Reporting of hazards (fire, safety).
 - i. Location of turn-in point for scorecard (Rally Point)
 - j. Distress signal.
 - k. End of time signal
-

Instructions to Students,
continued

8. As you negotiate the course, you may avoid costly mistakes by following these simple rules:
 - a. **DO** adhere strictly to safety precautions and course boundaries.
 - b. **DO** check all work carefully.
 - c. **DO** use all time wisely.
 - d. **DO** recheck all work before you turn in your scorecard.
 - e. **DO** be constantly aware of your surroundings.
 - f. **DO NOT** take short cuts.
 - g. **DO NOT** rush.
 9. Remind students of the affect that certain metals have on a lensatic compass. Doctrine suggests the following distances to ensure proper functioning of a lensatic compass:

a. High-tension power lines	55 meters.
b. Field gun, truck, or tank	18 meters.
c. Telegraph/telephone or barbed wire	10 meters.
d. Machine gun	2 meters.
e. Steel helmet or rifle	1/2 meter.
 10. Inspect your compass to ensure--
 - a. The floating dial containing the magnetic needles does not stick.
 - b. The sighting wire is straight.
 - c. The glass and crystal parts are not broken.
 - d. The numbers on the dial are readable.
 11. **Warn** students who may have an older compass that the scale may read 1:25,000. They can use the scale the scale with a 1:50,000 scale map, but they must double the values to obtain the correct reading.
 12. You are responsible to accomplish the following--
 - a. For all solutions to the course requirements.
 - b. Confirming your pace count.
 - c. Verifying your compass accuracy.
 - d. Turning in your performance evaluation test sheet to receive credit.
 - e. Conducting all work on your own.
 13. Should you fail to receive a Go, you will receive remedial training and take a rest. Should you fail the retest, the academy may drop you from the course.
-

**Instructions to
Students,**
continued

14. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.

- a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Retest rates as SATISFACTORY with a maximum score of 70 percent.
-

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Land Navigation Performance Test Sheet (W226)

STUDENT RANK & NAME (Last, First, MI):		STUDENT NO:
SGL RANK & NAME:		SQUAD:
INITIAL TEST		CLASS NO:
		TIME OUT:
		TIME IN:
POINT IDENTIFICATION:		GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
Superior -0=100% Satisfactory -1=75% Unsatisfactory -2=50% -3=25% -4=0%		
RETEST		
		TIME OUT:
		TIME IN:
POINT IDENTIFICATION:		GO
Control Point One:		
Control Point Two:		
Control Point Three:		
Control Point Four:		
SCORE:		
Retest: Must find a minimum of 3 points, maximum points 75%		

Note to Students: All work is an individual student effort. You may not work with or coordinate with another student. You must personally visit each point you indicate on your performance evaluation test sheet.

Course Boundaries

Distress Signal:	
Water Points:	
Time Expired Signal:	

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

LAND NAVIGATION PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

DEMONSTRATED LEADERSHIP TEST ADMINISTRATION GUIDANCE (TAG) 7

Evaluation	Assign students to one of the following leadership positions: team leader, squad leader, platoon sergeant, or first sergeant, during garrison training and the STX. <u>Conduct the leadership evaluation only when the students are in a team or squad leader positions.</u>
Personnel, Equipment, and Materials Required	<ol style="list-style-type: none">1. Personnel. Number of students to test: 8; number of evaluators: 1.2. Equipment. As required to effectively conduct training assignment.3. Materials. Training area large enough to accommodate a 1:8 instructor to student ratio for the class size.
Instructions to Students	<ol style="list-style-type: none">1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead soldiers. Your SGL will evaluate you and in order to receive a go, you must perform--<ol style="list-style-type: none">a. Twelve or more of the 16 steps in your garrison leadership evaluation.b. Twenty or more of the 28 steps in your tactical leadership evaluation.2. You derive at your academic by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.<ol style="list-style-type: none">c. 0-69 rates UNSATISFACTORY.d. 70-89 rates SATISFACTORY.e. 90-100 rates SUPERIOR.f. Retest is SATISFACTORY with a maximum score of 70 percent.
Environmental Considerations	Inform students of any known environmental factors they must observe IAW local SOP.
Safety	Ensure students observe all safety procedures IAW local SOP.

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Demonstrated Leadership (GARRISON) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:	
Rank:	SGL Name:		LDRSHP Position evaluated:			
PERFORMANCE INDICATORS:			INITIAL		RETEST	
ARMY VALUES			GO	NO GO	GO	NO GO
Loyalty	Participated fully in leadership position; Committed to squad's goals; Followed command guidance; Worked in the system; Did not manipulate it for personal gain.					
Duty	Fulfilled obligations; Carried out mission requirements; Met the standards; Set the example; Complied with policies and directives; Pursued excellence.					
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Concerned for well being of soldiers.					
Selfless Service	Put welfare of squad and fellow soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.					
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.					
Integrity	Did what was right legally and morally; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Placed being right ahead of being popular.					
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.					
INFLUENCING			GO	NO GO	GO	NO GO
Communication	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.					
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.					
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; Motivated participant in the classroom.					
OPERATING			GO	NO GO	GO	NO GO
Planning/Preparing	Successfully planned and prepared training class; Ensured available resources were available to conduct training class; Conducted the training within the intent of the SGLs instructions.					
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted.					
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.					
IMPROVING			GO	NO GO	GO	NO GO
Developing	Set the example--Personal appearance, displaying high standards off duty; Worked to improve self, others, and squad; Coached others with weaknesses; Encouraged initiative; Contributed to a positive organizational climate; Improved weaknesses.					
Building	Promoted and encouraged teamwork and achievement; An example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.					
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.			SCORE:		SCORE:	
Superior -0=100% -1=94%			Satisfactory -2=88% -3=81% -4=75%		Unsatisfactory -5=69%	
Strength and Weaknesses: Use back of sheet.						
Remarks: Use back of sheet.						
INITIAL TEST	SGL Signature		Student Signature			
RETEST	SGL Signature		Student Signature			

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (GARRISON) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet

STUDENT RANK & NAME		STUDENT NO:	
SGL RANK & NAME:	Position:	CLASS NO:	
Performance Step		Initial Test Date:	Retest Date:
TROOP LEADING PROCEDURES:	GO	NO GO	GO NO GO
Received the Mission.			
Issued the warning order.			
Made a tentative plan.			
Started the necessary movement.			
Reconnoitered the area.			
Completed the plan.			
Issued the operation order.			
Provided proper supervision.			
Conducted Precombat checks.			
MENTAL ATTRIBUTES:	GO	NO GO	GO NO GO
Showed desire to succeed--did not quit in the face of adversity.			
Thought and acted quickly and logically (with no clear instructions, or plan fell apart).			
Embraced/used the talents of all team members to build team cohesion.			
PHYSICAL ATTRIBUTES:	GO	NO GO	GO NO GO
Coped with hardship.			
Continued to function under adverse conditions.			
INTERPERSONAL SKILLS:	GO	NO GO	GO NO GO
Readily interacted with others.			
Actively contributed to problem solving and decision making.			
CONCEPTUAL SKILLS:	GO	NO GO	GO NO GO
Used appropriate reference materials.			
Paid attention to detail.			
TACTICAL SKILLS:	GO	NO GO	GO NO GO
Combined and applied skills w/people, ideas, and things to accomplish missions.			
Applies skills w/people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, and support actions.			
COMMUNICATION SKILLS:	GO	NO GO	GO NO GO
Used appropriate visual signals.			
Kept subordinates informed; issued clear concise orders.			
DECISION MAKING:	GO	NO GO	GO NO GO
Considered safety, impact, and implication of decision on others.			
Took charge when in charge.			
Employed sound judgment and logical reasoning.			
Acted in the absence of orders.			
MOVIVATING:	GO	NO GO	GO NO GO
Inspired, encouraged, and guided others toward mission accomplishment.			
Didn't show discouragement when faced with a setback.			
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.	Score		Score
Superior -0=100% -1=96% -2=93%	Satisfactory -3=89% -4=86% -5=82% -6=79% -7=75% -8=71%		Unsatisfactory -9=68%
Strength: (Use back of sheet for more room to write)	Weakness: (Use back of sheet for more room to write)		
Remarks: (Use back of sheet for more room to write)			
INITIAL TEST	SGL Signature	Student Signature	
RE-TEST	SGL Signature	Student Signature	

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

Student Name: _____ Student #: _____ SGL Name: _____

DEMONSTRATED LEADERSHIP (TACTICAL) PERFORMANCE EVALUATION**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

SGL DEVELOPMENTAL COUNSELING PLAN OF ACTION:

STUDENT PLAN OF ACTION:

ADDITIONAL COMMENTS:

Soldier signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SGL signature: _____ Date: _____

STUDENT RECORD OF TRAINING

STUDENT RANK/NAME (Last, First MI):				SSN:		STUDENT #	
SGL NAME:				SQUAD;		Class:	
TEST / PERFORMANCE EVALUATED	Initial Score (0 - 100)	Rating (Superior Satisfactory Unsatisfactory)	1st Retest Score (70% Max)	1st Retest Rating (Satisfactory/ Unsatisfactory)	(Based on App'd Rebuttal) 2d Retest Score (70% Max)	2d Retest Rating (Satisfactory/ Unsatisfactory)	
Written Exam I							
Written Exam II							
Written Exam III							
APFT							
PT (Performance Evaluation)							
Drill and Ceremony							
Individual Training Session							
Land Navigation							
Leadership (Garrison)							
Leadership (Tactical)							
Total							
Average							
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)							
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)							
NOTE: <ol style="list-style-type: none"> 1. For The APFT, see ACADEMIC CONVERSION CHART at TAG-2-2, this appendix. 2. Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above. 3. See page CC-9-1 (Performance Step Evaluation Conversion Chart) to convert the steps in the performance evaluations (PT, D&C, Land Navigation, Individual Training and Leadership garrison and tactical) to a grade. 							
SGL Signature/Date				Student Signature/Date			

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PERFORMANCE STEP EVALUATION CONVERSION CHART

PT		D&C		LAND NAV		IND TNG		LDRSHIP Gar		LDRSHIP Tac	
Steps	Score	Steps	Score	Steps	Score	Steps	Score	Steps	Score	Steps	Score
23	100 %	23	100 %	04	100 %	20	100 %	16	100 %	28	100 %
22	96	22	96	03	75	19	95	15	94	27	96
21	91	21	91	02	50	18	90	14	88	26	93
20	87	20	87	01	25	17	85	13	81	25	89
19	83	19	83			16	80	12	75	24	86
18	78	18	78			15	75	11	69	23	82
17	74	17	74			14	70	10	63	22	79
16	70	16	70			13	65	09	56	21	75
15	65	15	65			12	60	08	50	20	71
14	61	14	61			11	55	07	44	19	68
13	57	13	57			10	50	06	38	18	64
12	52	12	52			09	45	05	31	17	61
11	48	11	48			08	40	04	25	16	57
10	43	10	43			07	35	03	19	15	54
09	39	09	39			06	30	02	13	14	50
08	35	08	35			05	25	01	06	13	46
07	30	07	30			04	20			12	43
06	26	06	26			03	15			11	39
05	22	05	22			02	10			10	36
04	17	04	17			01	5.			09	32
03	13	03	13							08	29
02	09	02	09							07	25
01	04	01	04							06	21
										05	18
										04	14
										03	11
										02	07
										01	04

1. USASMA based the above step academic conversion chart on a 100-percentile weight.
2. Maximum passing score for any retest is 70 percent.

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Appendix B

Publications and Blank Forms

This Appendix Contains This appendix contains the items listed in this table:

Item	Pages
Index of Publications and Blank Forms	PFB-1 thru PFB-7
Sample Risk Management Work Sheet	SRM-1

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PUBLICATIONS and BLANK FORMS

1. USASMA used the following publications in developing the training support packages (TSP). In an effort to cut back on the number of publications, NCOAs need to keep on hand, USASMA included, excerpts from most of the references and included them in Appendix D of the TSP.
2. The references shown in **Bold Print** below are in Appendix D of the TSPs. The excerpts provide the information the student needs in order to understand the material presented.
3. NCOAs need not order the references in **Bold Print**. NCOAs will use the excerpts and create a student study manual, by combining all the student handouts in the order of TSP presentation and issue to the students along with other manuals during inprocessing. These study manuals should be a recoverable. NCOAs should be able to access the references below digitally either through USAPA or the Dennis Reimer Digital Library. If these are not already on your “Favorites” list in your computer, you must go through AKO.
4. NCOAs will still need to order those references below that are not in bold print.

Reference	Title	Date
AR 27-10	Military Justice	Aug 99
AR 600-20	Army Command Policy	May 02
AR 623-205	Personnel Evaluations, NCOER System	Dec 01
AR 670-1	Wear and appearance of Army Uniforms and Insignia	Jul 02
AR 735-5	Policies and Procedures for Property Accountability	Jun 02
ARTEP 7-8-MTP	Mission Training Plan for the Infantry Platoon and Squad	OCT 01
ARTEP 7-8-MTP	Mission Training Plan for Infantry Rifle Platoon and Squad	Oct 01
CMH Pub 70-37	Time Honored Professionals, the NCO Corps Since 1775	1989
CMH* Pub 70-38	The Story of the NCO Corps.	1989
DA Pam 600-25	USA NCO Professional Development Guide	1987
DA Pam 710-2-1	Using Unit Supply System (Manual Procedures)	Dec 97
DA Pam 738-750	The Army Maintenance Management System	Aug 94
FM 7-1	Battle Focused Training	Jun 03
FM 100-14	Risk Management	Apr 98
FM 21-10	Field Hygiene and Sanitation	Jun 00
FM 21-20 w/C1	Physical Fitness Training	Oct 98
FM 21-31	Topographical Symbols	Jun 61 Chg Dec 68
FM 21-60	Visual Signals	Sep 84
FM 21-75	Combat Skills of the Soldier	Aug 84
FM 22-51	Leader's Manual for Combat Stress Control	Sep 94

* US Army Center of Military History

** Available on-line at <https://usasma.bliss.army.mil>

Reference	Title	Date
FM 22-51	Leader's Manual for Combat Stress Control	Sep 94
FM 22-100	Army Leadership	Aug 99
FM 27-14	Legal Guide for Soldiers	Apr 91
FM 3-100.4	Environmental Considerations in Military Operations	Jun 00 C1 May 01
FM 3-21.5	Drill and Ceremonies	Jul 03
FM 3-25.26	Map Reading and Land Navigation	Jul 01
FM 7-22.7	NCO Guide	2002
FM 7-8	Infantry Rifle Platoon and Squad / Chg 1 Mar 01	Apr 92
NCO Journal	NCOs Deploy to SW Asia Learning About Being Leaders.	Spring 02
NCO Journal	A Short History of the US Army NCO. L.R. Arms**	2002
Soldiers Magazine	Hot Topics (Insert)	May 02
STP 21-1-SMCT	Soldier's Manual of Common Tasks, Skill Level 1	Aug 03
STP 21-24-SMCT	Soldier's Manual of Common Tasks, Skill Level 2-4	Aug 03
TASK 071-990-0004	Conduct Pre-combat checks	Jun 98
Lesson 121-050-8010	Enforce Compliance with the Army's Equal Opportunity / Sexual harassment Policies	Jul 97
Lesson 158-100-1134	Resolve an Ethical Problem	Sep 99
Lesson 181-301-0001	Identify the Legal Implications of the Homosexual Conduct Policy	Mar 00
TM 9-1265-211-10	Operate the Multiple Integrated Laser Engagement System (MILES)	Feb 89
TM 6920-10/2	MILES 2000 for ASAAF	May 00
TM 6920-10/7	MILES 2000 for M16A2	May 00
TR 350-10	Institutional Leader Training and Education	Aug 02

2. All publications/blank forms are available from the web site indicated in parentheses. In accordance with (IAW) the paperless army, some publications/blank forms may no longer be available in printed format from publication centers. The Army will no longer print "UPDATES" as it returns to stand alone publications. Commandants must check current dates at the designated web link.

3. Commandants must review the list, determine their individual requirements, and ensure current dates of publications/blank forms using the web page referenced.

4. See the legend at the end of the table for an explanation of the symbols used. Remember, All references may be digitally stored and accessible.

PUB NO	TITLE	CODE
Army Regulations (www.usapa.army.mil)		
AR 1-201	Army Inspection Policy	AA
AR 20-1	Inspector General Activities and Procedures	A
AR 25-50	Preparing and Managing Correspondence	AA

PUB NO	TITLE	CODE
Army Regulations (www.usapa.army.mil)		
AR 25-400-2	The Modern Army Records Keeping System (MARKS)	AA
AR 27-3	The Army Legal Assistance Program	A
AR 27-10	Military Justice	A
AR 37-104-4	Military Pay and Allowances Policy and Procedures-Active Component	AA
AR 190-13	The Army Physical Security Program	A
AR 210-50	Housing Management	AA
* AR 350-1	Army Training and Education	AA
AR 350-17	Noncommissioned Officer Development Program	AA
AR 380-5	Department of the Army Information Security Program	AA
AR 385-10	The Army Safety Program	A
AR 385-40	Accident Reporting and Records	AA
AR 600-8-22	Military Awards	A
AR 600-8-101	Personnel Processing (In-and-Out and Mobilization Processing)	A
AR 600-9	The Army Weight Control Program (with Interim C1)	AA
AR 600-20	Army Command Policy	AA
AR 600-100	Army Leadership	A
AR 600-110	Identification, Surveillance, and Administration of Personnel Infected with Human Immunodeficiency Virus (HIV)	A
AR 611-1	Military Occupational Classification Structure Development and Implementation	AA
AR 614-200	Enlisted Assignments and Utilization Management	A
AR 623-1	Academic Evaluation Reporting System	AA
AR 623-205	Noncommissioned Officer Evaluation Reporting System	AA
AR 635-200	Enlisted Personnel (NEW VERSION)	A
AR 670-1	Wear and Appearance of Army Uniforms and Insignia	AA
AR 710-1	Centralized Inventory Management of the Army Supply System	A
AR 735-5	Policies and Procedures for Property Accountability	A
Course Management Plan (usasma.bliss.army.mil)		
CMP	Course Management Plan (PLDC)	AA
POI	Program of Instruction (PLDC)	AA
TSP	Training Support Packages	AA
Department of the Army Pamphlets (www.usapa.army.mil)		
DA Pam 25-33	User's Guide for Army Publications and Forms	A
DA Pam 350-58	Leader Development for America's Army	A
DA Pam 385-40	Army Accident Investigation and Reporting	AA
DA Pam 600-26	The Department of the Army Affirmative Action Plan	AA
DA Pam 600-35	Relationships Between Soldiers of Different Ranks	AA
DA Pam 600-70	United States Army Guide to the Prevention of Suicide and Self-Destructive Behavior	AA
DA Pam 611-21	Military Occupational Classification and Structure	AA

PUB NO	TITLE (cont.)	CODE
DA Pam 738-750	Functional Users Manual for The Army Maintenance Management System (TAMMS)	A
Field Manuals (http://155.217.58.58/atdls/html)		
FM 3-0	Operations	AA
FM 7-0	Training the Force	AA
FM 7-1	Battle Focused Training	AA
FM 7-7	The Mechanized Infantry Platoon and Squad	A
FM 3-22.9	M16A1/M16A2 Rifle Marksmanship	A
FM 100-14	Risk Management	AA
FM 101-5	Staff Organization and Operations	AA
Graphic Training Aids http://www.adtdl.army.mil/atdls.htm		
GTA 3-6-8	NBC Warning and Reporting System (Supercedes GTA 3-6-3)	B
GTA 5-2-12	Coordinate Scale and Protractor	B
TENINO Map	Stock Nr. V791X14774, Edition 7-DMATC, Series V791, Sheet 1477 IV	B
National Guard Regulation		
NGR (AR) 600-200	Enlisted Personnel Management	AA
Soldier Training Publications		
STP 21-1-SMCT	Soldier's Manual of Common Tasks	AA
STP 21-24-SMCT	Soldier's Manual of Common Tasks	AA
Technical Manuals http://www.logsa.army.mil		
TM 9-1265-211-10	Operator's Manual for MILES for M16A2 Rifle	AA
TM 9-1265-370-10-2	Operator's Manual for MILES for M60 Machine Gun or authorized substitute	AA
TRADOC Regulations (www.tradoc.army.mil)		
TRADOC 350-13	Instruction in Military History	A
TRADOC 350-18	The Army School System (TASS)	AA
TRADOC 350-70	Systems Approach to Training Management, Processes, and Products	AA
TRADOC 350-10	Institutional Leader Training and Education	AA
TRADOC 385-2 w/CH 1	TRADOC Safety Program	AA
TRADOC 525-13	TRADOC Force Protection Program (FPP)	AA
TRADOC Pamphlets (www.tradoc.army.mil)		
TRADOC Pam 350-9	TRADOC Training Devices for Armywide Use	A
TRADOC Pam 600-22	TRADOC Suicide Prevention Planning Guide	AA
TRADOC Pam 350-70-8	Total Army School System (TASS) Training Requirements Analysis System (TRAS)	AA
Training Circulars (http://www.adtdl.army.mil/atdls.htm)		
TC 3-34.489	The Soldier and the Environment	AA
TC 25-6-8	Tactical Engagement Simulation Instructors' Trainer Guide for Light Infantry Miles Systems (Not available-proponent has no print funds)	A

PUB NO	TITLE (cont.)	CODE
Television Tapes http://dodimagery.afis.osd.mil/		
PIN: 701299	Suicide Prevention	AA
PIN: 710943	Counsel Subordinates	AA
Copy of Tables of Distribution and Allowance (TDA)		AA
Copy of Local Policy/Directives		AA
Unit Manning Roster (UMR)		AA
CMP	Course Management Plan	AA
POI	Program of Instruction (PLDC)	AA
TSP	Training Support Packages	AA
Blank Forms http://www.usapa.army.mil/		
DA 705	ARMY PHYSICAL FITNESS TEST CARD	B
DA 1059	SERVICE SCHOOL ACADEMIC EVALUATION REPORT	AA
DA 2028	RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS	A
DA 2142	PAY INQUIRY	B
DA 2166-8	NCO EVALUATION REPORT	B
DA 2166-8-1	NCO COUNSELING CHECKLIST/RECORD	B
**DA 2404	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	AA, B
DA 4856-R-E	DEVELOPMENTAL COUNSELING FORM	B
DA 5159	INVENTORY OF ARMY PERSONNEL TEST MATERIAL	AA
**DA 5988-E	EQUIPMENT INSPECTION AND MAINTENANCE WORKSHEET	B
	RISK MANAGEMENT WORK SHEET (this appendix)	B

LEGEND**Requirements Code**

** May use either form.

A = Recommended but not required

AA = Minimum required publications/blank forms for administration/accreditation.

B = Publication/blank forms required for student use

NOTE:

- Download CMP/POI/TSPs from USASMA website, Directorate of Training and Development (DOTD). (See CMP for USERID and PASSWORD request procedures). Check out the USASMA Homepage for more links.
- Accessing <http://www.perscom.army.mil> and clicking on *THE ADJUTANT GENERAL* then *Information Articles* allows you to view current NCO-ER updates.

NOTE:

Hard copies are not required if NCOA has electronic access; this includes vault copies.

Websites of InterestCurrent as of: July 30, 2004

[Keep in mind these sites can change location, URL, or be deleted for various reasons]

New to Old FM Number changes	http://www.adtdl.army.mil . “WHAT’S HOT”
Army homepage	www.army.mil
To order television tapes/videos online	www.dodimagery.afis.osd.mil/davis .
ARs, Cirs, Pams, OFs, SFs, DD & DA Forms	http://www.usapa.army.mil
FMs, PBs, TCs & STPs (New to FM also)	http://www.adtdl.army.mil .
Leadership Counseling	www.counseling.army.mil
Acronym Finder	http://www.mtns.com/af/
PERSCOM Online	http://www.perscom.army.mil/
Army Center for Military History	http://www.army.mil/cmh-pg/
Army Training Support Center	http://www.atsc.army.mil/
HQDA WEB	http://www.hqda.army.mil/
Installation & Services Activity	http://www.ria.army.mil/isa/
TRADOC	http://www.tradoc.army.mil/
U.S. Army Homepage	http://www.army.mil/
U.S. Army Links	http://thearmylink.iwarp.com/
U.S. Army Installations (Links)	http://www.army.mil/public/installations.htm
DoD Worldwide Installations list	http://www.defenselink.mil/pubs/installations/
U.S. Army Maneuver Support Center (MANSCEN)	http://www.wood.army.mil/
ODCSLOG	http://www.hqda.army.mil/logweb/sitemap/sitemap.htm
Army Doctrine & Training Digital Library (ADTDL) (Reimer Lib)	http://www.adtdl.army.mil/atdls.htm
The Army Vision	http://www.army.mil/armyvision/default.htm
ATRRS	http://www.atrrs.army.mil/
NCO Website	http://www.vbnhq.com/noncom/links.htm
Virtual Battalion Headquarters	http://www.vbnhq.com/main.htm
Army Education	http://www.armyeducation.army.mil/
NCO Website	http://www.vbnhq.com/noncom/links.htm
HOW TO ORDER A MAP, 01 FEB 2001	GTA 05-02-014
<u>Defense Supply Center Richmond</u> MAP Ordering	http://www.dscr.dla.mil/pc9/

NOTE: To review NEW versus OLD FM fielding, go to <http://www.adtdl.army.mil/atdls.htm> and click on “What’s Hot” and then OLD# NEW#.

SAMPLE RISK MANAGEMENT WORK SHEET

(Appendix A, FM 100-14)

A. Mission or Task:		B. Date/Time Group Begin: End:		C. Date Prepared:	
D. Prepared By: (Rank, Last Name, and Duty Position)					
<u>E. Task</u>	F. Identify Hazards	G. Assess Hazards	<u>H. Develop Controls</u>	I. Determine Residual Risk	J. Implement Controls (How To)
K. Determine overall mission/task risk level after controls are implemented (circle one)					
<div> LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E) </div>					

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Appendix C

Index of Student Handouts

**This
Appendix
Contains**

This appendix contains the items listed in this table:

Item	Pages
Student Handout 1, Student Evaluation Plan NOTE: See items 1 and 2 below	SH-1-1 thru SH-1-14
Student Handout 2, Advance Sheet Examination I	SH-2-1
Student Handout 3, Advance Sheet Examination II	SH-3-1
Student Handout 4, Advance Sheet Examination III	SH-4-1
Student Handout 5, Advance Sheet Army Physical Fitness Test (APFT)	SH-5-1 and SH-5-2
Student Handout 6, Advance Sheet Army Physical Fitness—Train the Trainer Test	SH-6-1 and SH-6-2
Student Handout 7, Advance Sheet Drill and Ceremonies (D&C) Test	SH-7-1 and SH-7-2
Student Handout 8, Advance Sheet Individual Training Test	SH-8-1 and SH-8-2
Student Handout 9, Advance Sheet Land Navigation Test	SH-9-1
Student Handout 10, Advance Sheet Demonstrated Leadership Performance Tests	SH-10-1
Student Handout 10, Demonstrated Leadership (Garrison) Performance Test Sheet	SH-10-2
Student Handout 10, Demonstrated Leadership (Tactical) Performance Test Sheet	SH-10-3

1. You must post a copy of Student Handout 1, Student Evaluation Plan, for viewing/reading.

2. The PLDC advance welcome packet **MUST CONTAIN A COPY** of the Student Evaluation Plan. These requirements apply to all components.

(REF: TR 350-70, Chap VI-7-5)

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STUDENT HANDOUT 1

Student Evaluation Plan

Overview	<p>This student evaluation plan contains the information pertaining to PLDC content and training support package evaluation criteria. It lists the course's graduation requirements that students must meet in order to graduate from PLDC.</p>
Student Responsibilities	<p>As a student you must strive to--</p> <ul style="list-style-type: none">• Conduct yourself in a professional manner at all times.• Be at your appointed place of duty at the appointed time.• Perform all work on your own, unless otherwise instructed.• Meet or exceed course graduation requirements.• Recognize your shortcomings and request assistance as needed.• Avoid actions that are prejudicial to others in the class.• Continuously progress academically.• Demonstrate motivation and a positive attitude.• Be personally responsible. <p>(REF: AR 350-1, para 3-18)</p>
Course Structure	<p>PLDC is a non-MOS specific course, taught in an NCO Academy in a live-in environment atmosphere (within local constraints), using classroom instruction with practical application, followed by hands-on performance-oriented training that culminates in an extensive situational training exercise (STX). Small group leaders (SGLs) will assess your leadership potential and evaluate your ability to apply the lessons learned in the course while leading soldiers in a garrison and tactical environment.</p>
Course Length	<p>The active component PLDC is a 4-week, 2-day course, culminating with a 30 hour STX.</p>

Course Pre-requisites

1. Soldiers attending PLDC must fall into the following priorities:
 - a. Priority One: Sergeants that are non-PLDC graduates. The soldiers may or may not have a PLDC waiver.
 - b. Priority Two: SPC/CPL promotable. Prioritize these soldiers in this category as follows?
 - (1) SPC/CPL (P) who has met cut off score.
 - (2) SPC/CPL (P) in MOSs which would have had additional promotions if more promotable SPC/CPLs had been available and identified as “Star MOS” by monthly PERSCOM Promotion Cut-Off Memorandums.
 - (3) SPC/CPL (P) in other MOSs serving in an authorized NCO position based on the highest number of promotion points.
 - (4) All other SPC/CPL (P) on a recommended list based on the highest number of promotion points.
 - c. Priority Three: SPC/CPL in leadership positions. In order to fill all PLDC training seats, non-promotable SPCs w/demonstrated leadership potential may attend PLDC only when the commands exhaust all other higher OML categories.
2. Students must--
 - a. Meet height and weight standards.
 - b. Be eligible for reenlistment and recommended by their commander.
 - c. Have no convictions of a misdemeanor crime of domestic violence (Lautenberg Amendment).
 - d. If age 40 or over, have completed a periodic physical exam within the last five years. The Pre-execution checklist in Part II, operator license block, must contain “**curr Phy:** and **YYMMDD.**” Soldiers will no longer hand carry a copy of the physical.

(REF: AR 40-501, Chap 8, para 8-25; AR 350-1, Chap 3, para 3-7; AR 635-200, para 5-14, and TR 350-10, Chap 2, para 2-6, MSG DASG-HS-AS, 30 November 2000, DA MSG, DAMO-TRI, 091624Z JUN 04, para 8)

Enrollment Requirements

1. Soldiers reporting for training must have in their possession a completed and properly signed pre-execution checklist. If a soldier reports for training without a checklist signed by himself and his commander, he has 72 hours from the report date to provide the checklist with appropriate attachments. NCOAs will return soldiers to their units who fail to provide the checklist
-

**Enrollment
Requirements,
continued**

within this time frame. The unit commander's signature on the pre-execution checklist certifies that the soldier meets routine course prerequisites.

2. A permanent designator of "3" or "4" must include a copy of DA Form 3349 and the results of the soldier's military medical review board (MMRB) as part of course application. Soldiers who have been before an MMRB, or similar board, and awarded medical limitations and allowed to retain their occupational classification, may attend PLDC and train within the limitations of their profile--provided they can otherwise meet course prerequisites and graduation requirements.

3. NCOAs will deny enrollment to soldiers who hold a temporary profile except for shaving or nonperformance profiles. Soldiers diagnosed as pregnant after enrollment may continue training, **provided** the attending physician determines the soldier may continue. Pregnant soldiers must provide a copy of the attending physician's recommendation. A soldier medically dismissed for pregnancy after enrollment may return to the course when the condition that led to the medical dismissal no longer exists.

4. For students with permanent profiles, their profile must include an aerobic event. Soldiers with permanent profiles that permit an alternate APFT event must also meet course graduation requirements. For P3/P4 profiles, the profiling doctor and the approving authority doctor must sign the profile. The commander need not have signed the profile unless he disagrees with the profile. The profiling doctor is the only signature required for P2 profiles. Soldiers with P2 profiles must also meet graduation requirements.

5. NCOAs will deny enrollment to soldiers failing to meet any one of the above prerequisites. Commandants may not supplement these mandatory prerequisites requirements.

(REF: AR 350-1, Chap 3, para 3-7; AR 614-200; AR 635-200, para 5-14; TRADOC Reg 350-10, Chap 2, para 2-6, and DA MSG, R 251850Z JUL 01, DA WASHINGTON DC//DAMO-TR. SUBJECT: Clarification and Reinforcement of Army Training Policies)

**Course
Graduation
Requirements**

1. To achieve course graduation requirements, you must score 70 percent or higher on the following examinations/evaluations--

- a. Written Examinations I, II, III.
 - b. Army Physical Fitness Test (APFT). (IAW FM 21-20w/C1)
 - c. Physical Fitness Training (train the trainer) Evaluation).
 - d. Drill and Ceremonies Evaluation.
-

**Course
Graduation
Requirements,
continued**

- e. Individual Training Evaluation.
- f. Land Navigation Evaluation.
- g. Two demonstrated leadership evaluations (garrison and tactical environments).

2. You will take the APFT as a graduation requirements. Commandants will arrange for your to meet APFT requirements while allowing for 1 retest. If you fail the retest, it is a mandatory dismissal from the course for failure to meet APFT standards.

(REF: DA MSG, R 251850Z JUL 01, DA MSG, DAMO-TRI, 091624Z JUN 04)

**Physical
Requirements**

- 1. Students must be able to meet the following physical requirements during the course:
 - a. Pass the APFT.
 - b. Negotiate rough terrain under varying climatic conditions.
 - c. Conduct, demonstrate, and lead drill and ceremonies.
 - d. Conduct, demonstrate, and lead physical fitness training.
 - e. Walk a minimum of 3200 meters with load carrying equipment (LCE) in a minimum of three hours.
 - f. Lift and carry all required packing list items (OCIE and CTA 50-900) for short distances.
 - g. Carry a 50 pound combat load containing mission essential equipment. (helmet, weapon, LCE, uniform are part of the 50 Lbs)
 - h. Occasionally lift and carry fuel, water, ammo, MREs, or sandbags.
 - i. Low crawl, high crawl, and rush for three to five seconds.
 - j. Move over, through, and around obstacles.
 - k. Carry and fire individually assigned weapon IAW applicable regulatory guidance.
 - l. Don Mission-Oriented Protective Posture (MOPP) gear.
 - 2. Commandants may not supplement these course graduation requirements.
-

**Retest
Procedures**

1. If you fail any initial examination/performance evaluation, you will receive remedial training and one retest of the appropriate test.
2. Should you fail the initial APFT, you will receive remedial training and one retest.
3. NCOAs will annotate your retest scores in your student course records along with counseling and remediation documentation. However, if you require and pass a retest, you will receive the minimum passing score for that event, and you will not be able to compete for class honors consideration.
4. If you receive two failing scores (one initial test and one retest) on any single exam/performance evaluation, the commandant must dismiss you from the course.
5. Due to the strict regimen of the course's conduct of training, commandants must dismiss you if you fail a second retest, after a successful appeal.

(REF: TR 350-10, Chap 2, para 2-9a and b)

**Student
Dismissal**

To protect students from unfair or illegal practices, commandants--through precise proceedings--must determine whether or not to dismiss students whose--

- Personal conduct is such that their continuation in the course is not appropriate.
- Academic progress, demonstrated motivation, attitude, or conduct is prejudicial to others in the class.
- Actions make it extremely unlikely they can successfully meet the standards for course graduation.

(REF: AR 350-1, para 3-18)

**Exam Reference
Material**

1. All examinations are open book and will require you to apply knowledge to solve problems in an environment that simulates your duty position.
 2. The test examiner will allow you to use any reference material available to you during the exam, for example: computers with publications stored, student handouts, publications issued for the course, personal notes, and calculators. These are subject to the following restrictions (Items a and b are at the commandants discretion):
-

**Exam Reference
Materiel,**
continued

- a. You must not damage recoverable publications. This means that students will **not** TAB, fold, crease, highlight, or write on pages of **recoverable** publications. You may, however, tab recoverable reference material with a nonpermanent adhesive tab, such as a Post-it or other means that will not mark or damage the publication.
 - b. You may highlight and make marginal notes only on **non-recoverable** reference material.
 - c. You may **not** have cell phones, or beepers in your possession while testing.
 - d. You may use computers issued by the NCOA that has references stored on the computer. Computers may not have the ability to communicate with other student computers.
3. All the material you use during the examination must be your own or material the NCOA issued for your use and not any material written by another student.
 4. The intent is to ensure that you know the lesson material and how to research to find the correct answer.
-

**Challenging
Training**

You may not take any test or any part of a test as a graded pretest to meet course graduation requirements. SGLs will conduct all training prior to testing.

**Student
Developmental
Counseling
Requirements**

1. Developmental counseling is a means of assisting and developing students and subordinates. Your SGL will counsel you in regards to--
 - a. Negative and positive performance.
 - b. Working as a team member
 - c. How well or how poorly you are performing.
 - d. Attaining required standards.
 - e. Setting personal and professional goals.
 - f. Resolving personal problems.
 - g. Conducting self-assessments.
 2. Feedback is essential for you to know how you are performing and where you stand in the course. All counseling must explain your progress to date. Small group leaders will conduct the following counseling as a minimum:
 - a. Initial counseling using reception and integration counseling. This counseling should determine whether or not you have any personal problems or outside distracters that would interfere with your
-

**Student
Developmental
Counseling
Requirements,
continued**

completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (i.e., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5286 requirement.

b. After any test/retest failure.

c. Midcourse developmental counseling-progress to date.

d. Comprehensive end-of-course counseling.

3. The SGL will use the results of the developmental counseling process to determine ratings for your AER and course academic records and reports.

4. This CMP does not limit SGLs to the general indicators in FM 22-100, App B, but SGLs should be precise, objective, and fair in the developmental counseling process.

(REF: TR 350-10, Chap 2, para 2-7g, TR 350-18, Chap 3, para 3-29, and FM 22-100, App B and App C)

NOTE: Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.

**Student
Recognition**

1. All students who meet course completion criteria receive a training proponent diploma. Diplomas must contain, as a minimum: your full name, rank, complete course title, course identification number, beginning and completion dates of the course, and number of class hours.

2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3.50c that awards promotion points for--

- a. Distinguished honor graduate. (15 promotion points).
- b. Distinguished leadership award. (10 promotion points).
- c. Commandant's list. (5 promotion points).

(REF: TR 350-18, Chap 3, para 3-3 and 3-30 and TR 350-10, Chap 2, para 2-7g(5) and para 2-16d)

**End of Course
Critique**

You must complete and submit an end-of-course critique questionnaire for the course. The SGL will ensure you accomplish this as close as possible to the end of the course. Commandants **will not** require you to provide any identification data on the critique form.

(REF: Course Management Plan (CMP) Chap 2, p 2-7)

**Training
Support
Package TSP)
Synopsis**

The following tables provide a brief synopsis of the Training Support Package (TSP)--

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
A201, Inprocessing/ APFT/ Weigh-in	Students receive advance sheets, required publications, administrative processing, and height and weight evaluation. Students must take the initial Army Physical Fitness Test (APFT) within the first 72 hours of enrollment as a graduation requirement. Allow one retest 7 to 14 days after enrollment of initial APFT.
A202, Outprocessing	Time allocated for the purpose of outprocessing students at the conclusion of PLDC.
A204, Graduation	Time allocated for the purpose of conducting a formal graduation of students, where the commandant and cadre can present students with honors and diplomas.
L221, Introduction to Army Leadership	During this lesson students will learn some basic information concerning Army leadership and the leadership framework--its construction--and the definition of leadership. The student will learn the three levels of leadership and will be able to describe the terms "Leaders of Leaders" and "Subordinates."
L222, What a Leader Must Be, Know, Do	Students will learn what they must Be, Know, Do to be an effective NCO. The primary focus of this lesson is to enhance the students' knowledge of these characteristics. The lesson will also show the students how embracing these characteristics, in their approach to leadership, reinforces their role as leaders.
L223, The Human Dimension Role in Leader Development	In this lesson, students will learn the scope of importance that the human dimension role has on leadership. They will identify the three major elements in the makeup and success of the soldier, team, and institution. They will learn of the various causes of stress and how climate and culture dictates the environment in which they lead. Students will learn that there are five leadership styles available to them to use based on the situation, mission, and their subordinates. Finally, they will learn that all of their actions and decisions will have intended and unintended consequences.
L224, The Four Direct Leadership Skills	Students will learn the interpersonal, conceptual, technical, and tactical skills that the leader must KNOW to effectively lead a squad of soldiers. First they will learn how communicating, supervising, and counseling are key interpersonal skills. They will learn the four conceptual skills--critical reasoning, creative thinking, ethical reasoning, and reflective thinking--to ensure that they think their decisions through and they make the best possible decisions. Students will learn the importance of technical expertise in knowing and operating equipment so as to train their subordinates in its use, to include new equipment. Finally, students will learn the two areas--doctrine and field craft--that a leader must KNOW to lead a squad of soldiers in peace and war.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
L225, The Three Direct Leadership Actions	Students will learn the three leadership actions that direct leaders must perform to effectively lead a squad. They will also learn many categories (actions) that make up influencing, operating, and improving.
L226, Maintain Discipline	This lesson provides information to students concerning their role in assisting the commander in maintaining unit discipline. It provides options available to the NCO support channel and the chain of command to enforce unit discipline. Students will learn the differences between discipline and self-discipline, types of military authority, individual and command responsibility, and NCO responsibilities and associated duties; they will identify command relationships desired among officers, NCOs, and their subordinates. This lesson also covers the Army Homosexual Conduct Policy.
L227, Enforce the Equal Opportunity Program	This lesson will refresh the students awareness of the Army's Equal Opportunity (EO)/Equal Employment Opportunity (EEO) programs and provide training in the prevention of sexual harassment. Students will learn their responsibilities in enforcing EO/EEO behavior patterns, the complaint process, and methods to resolve problems.
L228, Conduct Developmental Counseling	Students will learn the fundamentals and techniques of developmental counseling. They will prepare for and conduct a subordinate-centered counseling session producing a plan of action that focuses the subordinate on individual and unit goal accomplishment.
L229, Supervise the Implementation of Financial Readiness Actions	Students will learn from this lesson information that will help them enhance the financial readiness in their units. They will learn the different support agencies that assist soldiers and their families, various military pay entitlements and allowances, the meaning of the block in the leave and earnings statement and the net pay advice statement, and the procedures for setting up bank accounts and resolving pay complaints.
L230 The Army Writing Style	This lesson introduces the student to the Army writing style. The student will learn that effective Army writing transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage
L231, Commandant's Orientation	The commandant welcomes the new students and provides them an orientation and briefing on the local SOP. His welcome includes a safety briefing and standards of conduct expected while attending the course, and it introduces the staff and faculty. He also explains PLDC graduation requirements, NCOA standards, and local command policies. (Developed by local academy commandant.) NOTE: This TSP is 9 hours. Use the hours for the commandant's orientation, community events, guest speakers, etc. Only show the hours actually used on the training schedule.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS
L232, Introduction to PLDC	SGLs will provide the students an overview of the Primary Leadership Development Course and explain the objectives and course standards. They also discuss the course's content, explain the small group process, and cover study requirements and techniques.
L233, ID the Historical Evolution and Significant Contributions of the NCO	This lesson teaches the student the historical progression and significant contributions that the NCO has made as he existed during the pre-Revolutionary War period, Revolutionary War, War of 1812, Civil War, World War I, World War II, Korean War, Vietnam War, Operations Just Cause, Desert Storm, and Enduring Freedom.
L234, Perform Personnel Actions	Students will learn how to perform the duties as a rater of a subordinate soldier using the NCO Counseling Checklist/Record (DA Form 2166-8-1) and the Noncommissioned Officer Evaluation Report (NCO-ER) DA Form 2166-8).
T221, Risk Management	This lesson teaches the students how to implement the risk management process to minimize the frequency and severity of accidents in the activities they will lead. They will learn the basic principles required to implement risk management, the five steps of risk management, the human behaviors that affect mission readiness, and the hazards associated with fratricide.
T222, After Action Review (AAR)	Students will learn how to conduct an AAR and the importance of the AAR process, by allowing all participants in an exercise to provide input into how well an exercise went, what the purpose of the training was, what when right, what went wrong, and how to improve.
T223, Battle Focused Training	This lesson will provide a basic introduction to battle focused training. Students will learn the Army's nine principles of training, training doctrine, Mission Essential Task List (METL) development process, training planning process, and requirements for training execution. Also, the student will learn the NCO's training responsibilities, preparation necessary to conduct individual training, and training execution considerations. Students will prepare and conduct individual training.
T224, Physical Fitness, Train the Trainer	Students will learn the techniques and procedures needed to conduct the Army's physical fitness program. This lesson's primary focus is to enhance the students' knowledge of physical fitness and how to conduct a variety of fitness training exercises. This lesson offers the students the opportunity to actually perform the different exercises.
T225, Operate the Multiple Integrated Laser Engagement System (MILES)	This lesson teaches the student how to operate the MILES system by conducting preoperational checks of the system and how to adjust sights to engage targets with the system. The lesson teaches the importance of using the MILES systems; it shows how much more realistic training is when using the system.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
T226, Supervise the Implementation of Preventive Medicine Policies	This lesson provides the students some of the most important aspects of training their subordinates in the medical threat and principles of preventive medicine measures. It teaches them that as an NCO it is their responsibility to ensure their soldiers remain healthy during field operations. Students will learn preventive medicine measures for heat injuries, cold injuries, insects, poisonous plants and fruits, food and waterborne diseases and illnesses, noise hazards, and toxic chemicals (Non-NBC). Students will also learn to monitor their subordinates' personal hygiene and physical and mental fitness.
T227, Environmental Awareness	Students will learn important aspects of the Army's concern for the environment. They will learn the four sources of environmental law and the four pillars of the Army's environmental program.
T228, Conduct Drill and Ceremonies	Students will learn how to form and march a squad of soldiers using common drill terms.
T229, Wear and Appearance of the Army Uniform	This lesson provides students the knowledge to ensure that their subordinates maintain their personal grooming, proper fit, and the correct wearing of the Army uniform in accordance with regulatory guidance.
T230, Supervise Preventive Maintenance Checks and Services (PMCS)	This lesson presents information the students need to know to maintain the essential war fighting edge through proper PMCS. They will learn to select the correct reference and use correct PMCS tables to make the required entries on the DA Form 2404 or 5988-E. They will also learn the purposes of DA Forms 2408-14, 5988-R and DD Form 314. They will inspect an item of equipment IAW the appropriate -10 TM.
T231, Supply Procedures	The intent of this lesson is to make students aware of their supply responsibilities; it will help them do their part in the care and accountability of equipment and supplies entrusted to them and their subordinates. They will be able to identify the requirement needed to comply with Army property accounting, the difference between accountability and responsibility, the purpose of inventories and hand receipts, and the requirements for the command supply discipline program.
T240, Suicide Prevention	The intent of this lesson is to show the student how suicide is detrimental to the readiness of the Army and that it is a personal tragedy for all those affected. The Army's strength rests with our soldiers, civilians, retirees, and their families, each being a vital member of our Army.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
W221, Map Reading	This lesson provides the student with reinforcement training of some of the skill level one map reading skills and land navigation skills. The lesson will also teach the more complex skill level one skills. This lesson is a foundation for the land navigation lesson later in the course. Students will learn how to determine elevation, orient a map using a lensatic compass, determine direction, covert azimuths, determine polar coordinates, and learn intersection and resection techniques.
W222, Combat Orders	This lesson will teach students their troop-leading procedures and three types of combat orders--warning order, operation order, and fragmentary order. They will also learn the importance of and what they must concern themselves with while conducting precombat checks. Students will learn to implement a squad level combat order by conducting troop-leading procedures, conducting precombat checks, and interpreting the commander's intent of a combat order.
W223, Conduct Movement	Students will learn some basic techniques and procedures used to employ a squad-sized element in combat. They will learn the basics of moving a squad/team--using hand and arm signals--using the appropriate movement techniques in the proper movement formation based on the tactical situation. Students will also learn how to select a movement route using a map, conduct actions at danger areas, and enforce detection prevention measures.
W224, Occupy an Assembly Area	Students will learn the procedures required to occupy an assembly area. They will learn how to prepare to occupy the area, move to the area, establish security, and defend an assigned sector.
W225, Combat Operations	Students will learn the basics of leading a team/squad in basic combat operations by reacting to contact, breaking contact, reacting to an ambush, and conducting a hasty attack.
W226, Land Navigation	Students will utilize the skills they learn from this lesson, coupled with the skills they learned in the map reading and conduct movement lessons, to navigate from one point on the ground to another point while dismounted, using a lensatic compass during day and night. Students will take a performance examination where they must find a minimum of three of four points to graduate from PLDC.
W227, Situational Training Exercise	Soldiers will participate in an end-of-course situational training exercise. SGLs will assign students to leadership positions where they will lead a section/squad. SGLs will evaluate the students in their leadership abilities and on how they use their troop-leading procedures and other leader skills they learned in the course.
S201, Study Hall	Study hall provides students time to adequately study and prepare for the next day's lessons. Allows an SGL to recognize and assist students in correcting poor study habits.

TSP NO./ TITLE	TRAINING SUPPORT PACKAGE (TSP) SYNOPSIS, cont
S202, Training Support Activities	The commandant uses these hours for retraining/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness retesting and sustainment, and other non-program of instruction (POI) hours that require instructor contact hours (ICH) at his discretion.
S203, Student Counseling	SGLs use these hours used for reception and integration counseling, mid course counseling, end of course counseling, and additional counseling as required.

**PLDC Course
Map (Active
Component)**

The following table contains a peacetime training sequence. NCOAs may vary from this sequence; however, they must ensure they teach the requisite TSPs prior to testing students. Some TSPs must be taught before others. The below schedule reflects the order. See TSPs for prerequisite lessons. Below by the times, (s) = Small Group, (p) = Performance Exercise, (t) = Performance test. WE = Written Exam, rt = Retraining, and rte = Retesting. * = Footnote (See footnotes on next page)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
A201 8.0	L231 9.0	A201 APFT 4.0	L230 2.0(sp)	T224 1.0(sp)	T224 1.0(sp)
S201 1.0	S201 1.0	S203 2.0	T221 2.0(sp)	L233 2.0(s)	L223 4.0(sp)
		L232 2.0(s)	T222 2.0(sp)	L221 1.0(s)	L224 2.0(sp)
		S201 1.0	T224 3.0(s)	L222 3.0(s)	S201 1.0
			S201 1.0	S201 1.0	
9.0	10.0	9.0	10.0	8.0	8.0
DAY 7	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0(sp)	T224 1.0(p)	T224 1.0(p)	T224 1.0(p)	T224 1.0(p)	T224 1.0(t)
L224 2.0(sp)	L226 3.0(sp)	T240 2.0(sp)	T231 1.0(s)	WE01 2.5	L228 4.0(sp)
L225 3.0(sp)	L227 3.0(sp)	L229 2.0(sp)	S202 Rev 3.0*	S203 3.0*	L234 3.0(sp)
L226 1.0(s)	S201 1.0	T226 2.0(s)	S201 2.0	L228 1.0(s)	S201 1.0
S201 1.0		S201 1.0		S201 1.0	
8.0	8.0	8.0	7.0	8.5	9.0
DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	DAY 18
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
T224 1.0(t)	T224 1.0(t)	T224 1.0(t)	S202 PT 1.0	S202 PT 1.0	S202 PT 1.0
T228 1.0(s)	T228 1.0(p)	T228 1.0(p)	T228 1.0(p)	T228 1.0(t)	W221 6.0(sp)
L234 1.0(p)	T223 1.0(p)	T230 2.0(sp)	WE02 2.5	W221 5.0(sp)	S201 1.0
T223 5.0(sp)	T227 1.0(s)	S202 Rev 3.0*	S203 3.0*	S201 1.0	
S201 1.0	T229 3.0(sp)	S201 2.0	S201 1.0		
	S201 1.0				
9.0	8.0	9.0	8.5	8.0	8.0
DAY 19	DAY 20	DAY 21	DAY 22	DAY 23	DAY 24
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
S202 PT 1.0	S202 PT 1.0	S202 PT 1.0	S202 PT 1.0	W226 12.0(sp)	S202 PT 1.0
T229 1.0(p)*	W222 1.0(p)*	WE03 1.5	T223 4.0(t)		W226 4.0(t)
W221 2.0(sp)	W223 1.5(s)*	S203 2.0*	S203 2.0*		S202 4.0(rt)*
W222 3.0(sp)	W224 2.0(s)*	T223 4.0(p)	S201 1.0		S201 1.0
W223 2.0(s)	W225 2.0(s)*	S201 1.0			
S201 1.0	S201 2.0				
10.0	9.5	9.5	8.0	12.0	10.0
DAY 25	DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS	PFN/HRS
S202 PT 1.0	S202 STX Deploy	0400 Hrs Start *	W227 16.0	S202 STX	A202 3.0
S202 4.0(rte)*	And Setup 4.0*	W225 3.0(p)**	S202 4.0	Recovery 8.0*	A204 2.0
S203 1.0**	W223 2.5(p)**	T225 2.0(sp)	(rt)(rte)*	S203 4.0**	
S202 STX	W224 2.0(p)**	STX start 1200Hr***			
Prep 4.0***		W227 14.0			
10.0	8.5	19	20.0	12.0	5.0

*See Footnotes on following page.

Footnotes to PLDC	Day 10: S202, Time to conduct a review of the lessons covered for the next day's examination.
Course Map (Active Component)	Day 11: S203, Time to conduct counseling for WE01 failures, and other counseling.
	Day 15: S202, Time to conduct a review of the lessons covered for the next day's examination.
	Day 16: S203, Time to conduct counseling for WE02 failures, and the Mid Course Counseling.
	Day 19: T229, Time to conduct Commandant's In-ranks Inspection.
	Day 20: PEs to W223, W224, and W225, the commandant may choose to teach them right after the small group instruction right out side the classroom or in a large training area close by, or conduct it just prior to the STX, as this training schedule shows (See Day 26). However, the times for the PEs must be added to the 30 hour STX time.
	Day 21: S202, Time to conduct counseling for WE03 failures, and other counseling.
	Day 22: S202, Time to conduct counseling for T223 Performance Testing and other counseling.
	Day 24: S202, Time to conduct Land Navigation Retraining.
	Day 25:
	* S202, Time to conduct Retesting of Land Navigation.
	** S203, Time to conduct counseling for 2 Land Navigation test failures.
	*** S202, Time for STX Preparation.
	Day 26:
	* S202, Time to deploy and setup for STX.
	** W223, W224, See Day 20 remarks above.
	Day 27:
	* 0400 Hr Start Time is only used as an example.
	** W225, See Day 20 remarks above.
	*** STX Start time is only used as an example.
	Day 28: S202, Time to Retrain and Retest leadership performance.
	Day 29:
	* S202, S202, Time set for STX Recovery.
	** S203, S203, Time set for End of Course Counseling.

STUDENT RECORD OF TRAINING

STUDENT RANK/NAME (Last, First MI):				SSN:		STUDENT #	
SGL NAME:				SQUAD:		Class:	
TEST / PERFORMANCE EVALUATED	Initial Score (0 - 100)	Rating (Superior Satisfactory Unsatisfactory)	1st Retest Score (70% Max)	1st Retest Rating (Satisfactory/ Unsatisfactory)	(Based on App'd Rebuttal) 2d Retest Score (70% Max)	2d Retest Rating (Satisfactory/ Unsatisfactory)	
Written Exam I							
Written Exam II							
Written Exam III							
APFT							
PT (Performance Evaluation)							
Drill and Ceremony							
Individual Training Session							
Land Navigation							
Leadership (Garrison)							
Leadership (Tactical)							
Total							
Average							
Unsatisfactory (0% - 69%) Satisfactory (70% to 89%) Superior (90% - 100%)							
Remarks: (e.g. Commandant's List, Distinguished Honor Graduate, Leadership Award)							
NOTE: <ol style="list-style-type: none"> 1. For The APFT, see ACADEMIC CONVERSION CHART at TAG-2-2, this appendix. 2. Award students passing retest 70% for grade averaging. However, record the final retest score in the student's record to establish the level of proficiency attained. (Students do not qualify for class honors if they must retest in any area listed above.) 3. See page CC-9-1 (Performance Step Evaluation Conversion Chart) to convert the steps in the performance evaluations (PT, D&C, Land Navigation, Individual Training and Leadership (garrison and tactical) to a grade. 							
SGL Signature/Date				Student Signature/Date			

STUDENT HANDOUT 2

Advance Sheet Examination I

Student Instructions

1. For the examination, you--
 - a. Must have your own references for the examination (no sharing).
 - b. May use advance sheets, practical exercises, appropriate publications issued for the course, and personal notes.
 - c. May **NOT** have cell phones, or beepers in your possession while testing.
 - d. May use computers issued by the NCOA that has references stored on the computer. Computers may not have the ability to communicate with other students' computers.
2. You must bring to class--
 - a. Two #2 pencils with erasers.
 - b. All references issued for the below listed lessons.

Examination

1. This examination consists of 40 questions. Each question has a value of 2.5 points. Answering 28 questions correctly will give you a 70 percent grade that is the minimum passing score. A passing score is a graduation requirement.
2. You will have 120 minutes to complete the test. After the test your instructor will discuss the correct answers during a 30-minute After Action Review.
3. This examination tests your knowledge of the following lessons:
 - a. L221, Introduction to Army Leadership
 - b. L222, What a Leader Must Be, Know, Do.
 - c. L223, The Human Dimension Role in Leadership Development.
 - d. L224, The Four Direct Leadership Skills.
 - e. L225, The Three Direct Leadership Actions.
 - f. L226, Maintain Discipline
 - g. L227, Enforce the Equal Opportunity/Sexual Harassment Policy
 - h. L229, Financial Management.
 - i. T226, Preventive Medicine.
 - j. T231, Supply Procedures

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest.

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STUDENT HANDOUT 3**Advance Sheet Examination II**

**Student
Instructions**

1. For the examination, you--
 - a. Must have your own references for the examination (no sharing).
 - b. May use advance sheets, practical exercises, appropriate publications issued for the course, and personal notes.
 - c. May **NOT** have cell phones, or beepers in your possession while testing.
 - d. May use computers issued by the NCOA that has references stored on the computer. Computers may not have the ability to communicate with other student computers.
 2. You must bring to class--
 - a. Two #2 pencils with erasers.
 - b. All references issued for the below listed lessons.
-

Examination

1. This examination consists of 40 questions. Each question has a value of 2.5 points. Answering 28 questions correctly will give you a 70 percent grade that is the minimum passing score. A passing score is a graduation requirement.
 2. You will have 120 minutes to complete the test. After the test your instructor will discuss the correct answers during a 30-minute After Action Review.
 3. This examination tests your knowledge of the following lessons:
 - a. L228, Conduct Developmental Counseling.
 - b. L234, Perform Personnel Actions.
 - c. T223, Training the Force.
 - d. T227, Environmental Awareness.
 - e. T229, Wear and Appearance of the Uniform.
 - f. T230, Supervise Preventative Maintenance Checks and Services.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest.

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STUDENT HANDOUT 4**Advance Sheet Examination III**

**Student
Instructions**

1. For the examination, you--
 - a. Must have your own references for the examination (no sharing).
 - b. May use advance sheets, practical exercises, appropriate publications issued for the course, and personal notes.
 - c. May **NOT** have cell phones, or beepers in your possession while testing.
 - d. May use computers issued by the NCOA that has references stored on the computer. Computers may not have the ability to communicate with other student computers.
 2. Students must bring to class--
 - a. Two #2 pencils with erasers.
 - b. All references issued for the below listed lessons.
 - c. GTA 5-2-12, Coordinate Scale/Protractor.
 - d. TENINO Map Sheet
-

Examination

1. This examination consists of 20 questions. Each question has a value of 5 points. Answering 14 questions correctly will give you a 70 percent grade that is the minimum passing score. A passing score is a graduation requirement.
 2. You will have 60 minutes to complete the test. After the test your instructor will discuss the correct answers during a 30-minute After Action Review.
 3. This examination tests your knowledge of the following lessons--
 - a. W221 Map Reading
 - b. W222 Combat Orders
 - c. W223 Conduct Movement.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest.

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STUDENT HANDOUT 5**Advance Sheet Army Physical Fitness Test (APFT)**

APFT Test Requirements

1. You must take the initial APFT as a graduation requirement.
 2. SGLs will administer the APFT IAW FM 21-20, Chap 14.
-

Student Instructions

1. The following ratings apply towards graduation and honors:
 - a. 0-179 rates UNSATISFACTORY.
 - b. 180-259 rates SATISFACTORY.
 - c. 260-300 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
2. If you possess a permanent profile, the following procedures apply:
 - a. For the sit-up and/or push-up events you will receive 60 points for each event waived and use the actual score for each event taken. You must qualify on the 2-mile run or approved alternate aerobic event test.
 - b. If you take an alternate event for the 2-mile run and receive a GO, you receive a score for that event equal to the average of the scores for push-up and sit-up events.

(REF: AR 600-8-19, Chap 3, para 3-49b)

Retest

In the event you should fail the initial APFT, you will receive remedial training and retest one time within seven to fourteen days. You must retake the entire APFT. A failure of the retest initiates dismissal procedures.

APFT ACADEMIC CONVERSION CHART

UNSAT		202	75.50	227	81.75	252	88.00	276	94.00
0-179	69.75	203	75.75	228	82.00	253	88.25	277	94.25
SAT		204	76.00	229	82.25	254	88.50	278	94.50
180	70.00	205	76.25	230	82.50	255	88.75	279	94.75
181	70.25	206	76.50	231	82.75	256	89.00	280	95.00
182	70.50	207	76.75	232	83.00	257	89.25	281	95.25
183	70.75	208	77.00	233	83.25	258	89.50	282	95.50
184	71.00	209	77.25	234	83.50	259	89.75	283	95.75
185	71.25	210	77.50	235	83.75	SUPERIOR		284	96.00
186	71.50	211	77.75	236	84.00	260	90.00	285	96.25
187	71.75	212	78.00	237	84.25	261	90.25	286	96.50
188	72.00	213	78.25	238	84.50	262	90.50	287	96.75
189	72.25	214	78.50	239	84.75	263	90.75	288	97.00
190	72.50	215	78.75	240	85.00	264	91.00	289	97.25
191	72.75	216	79.00	241	85.25	265	91.25	290	97.50
192	73.00	217	79.25	242	85.50	266	91.50	291	97.75
193	73.25	218	79.50	243	85.75	267	91.75	292	98.00
194	73.50	219	79.75	244	86.00	268	92.00	293	98.25
195	73.75	220	80.00	245	86.25	269	92.25	294	98.50
196	74.00	221	80.25	246	86.50	270	92.50	295	98.75
197	74.25	222	80.50	247	86.75	271	92.75	296	99.00
198	74.50	223	80.75	248	87.00	272	93.00	297	99.25
199	74.75	224	81.00	249	87.25	273	93.25	298	99.50
200	75.00	225	81.25	250	87.50	274	93.50	299	99.75
201	75.25	226	81.50	251	87.75	275	93.75	300	100.00

- NOTE:**
1. Those soldiers with permanent physical profiles for the sit-up and/or push-up events will receive 60 points for each event waived and the actual score for each event taken. Soldiers must qualify on the 2-mile run or approved alternate aerobic event test.
 2. Soldiers taking an alternate event for the 2-mile run and receive a GO, they will receive a score for that event equal to the average of the scores for the push-up and sit-up events..
 3. The above chart has a weight of 100 percent as its basis.

(REF: AR 600-8-19, Chap 3, para 3-49b(1) and FM 21-20)

STUDENT HANDOUT 6

Advance Sheet Army Physical Fitness--Train the Trainer Test (T224)

**Students
Instructions**

1. This performance test measures your ability to properly conduct an Army physical fitness training session.
2. You and your fellow classmate must plan the PT session and correctly perform 16 or more of the 23 performance steps overall to achieve a GO. Although you are leading the PT session with your fellow classmate, your SGL will grade you separately. A GO is a graduation requirement. You have 50 minutes, plus or minus 10 minutes, to complete this performance evaluation test.
3. You must--
 - a. Form an extended rectangular formation.
 - b. Lead the PT group in warm-up exercises.
 - c. Lead a PT session that includes at least one push-up/sit-up, improvement exercise or an aerobic event.
 - d. Conduct a cool-down, and reassemble the group into a normal interval formation.
4. The following ratings apply toward graduation and honors. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps:
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
5. You may correct erroneous commands without penalty by using the command of "As you were," prior to the command of execution, making the correction, and then continuing. You may **NOT** use notes/cue cards during the evaluation.

Retest

In the event you should fail the initial examination, you will receive remedial training and retest one time. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Advance Sheet Army Physical Fitness Performance Test Sheet (T224)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
EXTENDED RECTANGULAR FORMATION:		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Extend to the left, MARCH					
Arms downward, MOVE					
Left, FACE					
Extend to the left, MARCH					
Arms downward, MOVE					
Right, FACE					
From front to rear, COUNT OFF					
Even numbers to the left, UNCOVER					
CONDUCTS WARM-UP:		GO	NO GO	GO	NO GO
Identify each stretching exercise					
Leads group in execution of stretches					
Holds stretch for 10-15 seconds/rotations 5-10 seconds					
Conduct warm-up for 5-7 minutes/focuses on muscles targeted.					
LEADS EXERCISE SESSION:		GO	NO GO	GO	NO GO
Prepared / organized / confident / knowledgeable					
Provides sufficient training intensity					
Avoids extreme formality that emphasizes form over substance					
Avoids long rest periods that interfere with progress					
CONDUCTS COOL-DOWN:		GO	NO GO	GO	NO GO
Identifies each cool-down stretch					
Leads group in execution of each stretch					
Executes stretch for proper length of time (12 sec or more)					
Cool-down performed adequately (5-7 minutes - on muscles used)					
ENDS SESSION::		GO	NO GO	GO	NO GO
Squad, ATTENTION					
Assemble to the right, MARCH					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% 7=70%		Unsatisfactory -8=65%	

STUDENT HANDOUT 7**Advance Sheet Drill and Ceremonies (D&C) Test (T228)**

**Student
Instructions**

1. You must give the appropriate commands for personnel to execute individual drill movements and march in unison as well as execute the movements required IAW FM 22-5. You must correctly perform 16 or more of the 23 performance steps to achieve a GO. A GO is a graduation requirement.
 2. Your academic score derives from dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent
 3. You may correct an erroneous command without penalty by using the command of “As you were,” prior to the command of execution, making the correction, and then continuing. You may **NOT** use notes/cue cards during the evaluation.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and retest one time. You must retake the entire test. A failure of the retest initiates dismissal procedures.

**Performance
Steps**

The following tables identify the drill movements you must perform during the evaluation:

Advance Sheet Drill and Ceremony Performance Test Sheet (T228)

STUDENT RANK & NAME (Last, First, MI):			STUDENT NO:		
SGL RANK & NAME:		SQUAD:		CLASS NO:	
Performance Step		Initial Test Date:		Retest Date:	
FORMING THE SQUAD:		GO	NO GO	GO	NO GO
Assumes the position of attention 3 steps in front and centered on squad		NA	NA	NA	NA
Commands, FALL IN					
Form the squad in line formation					
Present, ARMS					
Order, ARMS					
REST POSITIONS AT THE HALT:		GO	NO GO	GO	NO GO
Parade, REST					
Stand-at,-EASE					
At Ease					
Rest					
FACING MOVEMENT:		GO	NO GO	GO	NO GO
Left, FACE					
Right, FACE					
About, FACE					
MARCH THE SQUAD:		GO	NO GO	GO	NO GO
Column Left, MARCH					
Column Right, MARCH					
Column Half Right, MARCH					
Column Half Left, MARCH					
Left Flank, MARCH					
Right Flank, MARCH					
Rear, MARCH					
Left Step, MARCH					
Right Step, MARCH					
END PERFORMANCE:		GO	NO GO	GO	NO GO
Cadence					
Command Voice					
Dismiss the Squad					
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.		Score		Score	
Superior -0=100% -1=96% -2=91%		Satisfactory -3=87% -4=83% -5=78% -6=74% -7=70%		Unsatisfactory -8=65%	

STUDENT HANDOUT 8**Advance Sheet Individual Training Test (T223)**

**Student
Instructions**

1. This performance test measures your ability to properly conduct a training session.
 2. During the last hour of instruction, I assigned you an individual task to train to standard. You will--
 - a. Train this task to standard to your fellow soldiers.
 - b. Have 30- minutes to rehearse the training at which time the SGL will provide you feedback.
 - c. Train the task in 30 minutes (plus or minus 10 minutes).
 - d. Use study time to prepare.
 - e. Follow the procedures in FM 25-101 (Battle Focused Training) in the preparation and conduct of the training.
 - f. Need all reference material supplied for this lesson.
 - g. Notify your SGL if you should require additional training aids.
 - h. Conduct and complete a Risk Management Worksheet for the task you train IAW FM 100-14.
 3. You must correctly perform 14 or more of the 20 performance steps overall to achieve a GO. A GO is a graduation requirement.
 4. You derive at your academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent
 5. The SGL will provide you with the exact time and date you must present your training session.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and retest one time. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Individual Training Performance Test Sheet (T223)

STUDENT RANK & NAME (Last, First, MI):					STUDENT NO:		
SGL RANK & NAME:				SQUAD:		CLASS NO:	
INDIVIDUAL TASK:							
Performance Step	Rehearsal Date		Init. Test Date		Retest Date		
PREPARATION FOR TRAINING:	GO	NO/GO	GO	NO GO	GO	NO GO	
Selected tasks.							
Planned the training.							
Trained the trainer.							
Recon'ed the site.							
Implemented hazard controls.							
Issued training plan.							
Rehearsed.							
Conducted pre-execution checks.							
PRESENTATION OF TRAINING:	GO	NO GO	GO	NO GO	GO	NO GO	
Prepared soldiers for training.							
Stated task, conditions, and standards from T&EO.							
Briefed risk assessment, safety requirements, environmental conditions.							
Demonstrated task to standard from T&EO.							
PERFORMANCE OF TRAINING:	GO	NO GO	GO	NO GO	GO	NO GO	
Restated conditions and standards.							
Evaluated each soldier's ability to perform task to standard IAW T&EO.							
Recorded the results of the training.							
CONDUCT OF AAR:	GO	NO GO	GO	NO GO	GO	NO GO	
Reviewed what was supposed to happen.							
Established what happened.							
Determined what was right or wrong.							
Determined how to do it better next time.							
Conducted or scheduled retraining and re-execution of task to standard.							
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.	Score		Score		Score		
Superior -0=100% -1=95% -2=90%	Satisfactory -3=85% -4=80% -5=75% -6=70%		Unsatisfactory -7=65%				

STUDENT HANDOUT 9**Advance Sheet Land Navigation Test (W226)**

**Student
Instructions**

1. You will demonstrate for record your ability to navigate from one point on the ground to another using a map and a compass. This course tests your ability to apply fundamental map reading and land navigation techniques.
 2. You must plot and locate at least three of the four points in the maximum time of three hours to receive the minimum passing score of 75 percent and a GO. A GO is a graduation requirement. Should you fail, you will receive one retest and must complete the performance steps in their entirety.
 3. The following ratings apply towards graduation and honors:
 - a. 0-50 rates UNSATISFACTORY.
 - b. 75 rates SATISFACTORY.
 - c. 100 rates SUPERIOR.
 - d. Retest rates as SATISFACTORY with a maximum score of 70 percent.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

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STUDENT HANDOUT 10**Advance Sheet Demonstrated Leadership Performance Tests****Instructions to Students**

-
1. You will serve in a leadership position at least once in garrison and at least once during the STX. In these positions you must demonstrate your ability to effectively lead soldiers. Your SGL will evaluate you, and in order to receive a GO, you must perform--
 - a. Twelve or more of the 16 steps in your garrison leadership.
 - b. Twenty or more of the 28 steps in your tactical leadership evaluation.
 2. You derive at your academic score by dividing the number of correct performance steps by the total number of performance steps. The following rating apply toward graduation and honors.
 - a. 0-69 rates UNSATISFACTORY.
 - b. 70-89 rates SATISFACTORY.
 - c. 90-100 rates SUPERIOR.
 - d. Retest is SATISFACTORY with a maximum score of 70 percent.
-

Retest

In the event you should fail the initial examination, you will receive remedial training and one retest. You must retake the entire test. A failure of the retest initiates dismissal procedures.

Performance Steps

The following tables identify the leadership performance indicators your evaluation will consist of in garrison and during the STX:

Advance Sheet Demonstrated Leadership (GARRISON) Performance Evaluation Test Sheet

Student Name:		#:	Signature:		Date:
Rank:	SGL Name:		LDRSHP Position evaluated:		
PERFORMANCE INDICATORS:			INITIAL		RETEST
ARMY VALUES			GO	NO GO	GO NO GO
Loyalty	Participated fully while in leadership position; Committed to squads goals; Followed command guidance; Worked within the system without manipulating it for personal gain.				
Duty	Fulfilled obligations; Carried out mission requirements; Met professional standards; Set the example; Complied with policies and directives; Pursued excellence.				
Respect	Treated squad with respect; Created a climate of fairness and equal opportunity; Discreet and tactful; Showed concern for well being of soldiers; Didn't take advantage of position.				
Selfless Service	Put welfare of squad and fellow soldiers ahead of his own; Sustained team morale; Shared in team's hardships; Gave credit for success to others; Accepted responsibility for actions.				
Honor	Lived up to and demonstrated Army values; Completely honest and accepted nothing less from others.				
Integrity	Did what was right legally and morally; Possessed high personal moral standards; Honest in word and deed; Showed good moral judgment and behavior; Placed being right ahead of being popular.				
Personal Courage	Demonstrated physical and moral courage; Took responsibility for decisions and actions; Accepted responsibility for mistakes and shortcomings.				
INFLUENCING			GO	NO GO	GO NO GO
Communication	Displayed good oral, written, and listening skills; Persuaded others; Expressed thoughts and ideas clearly to individuals and groups.				
Decision Making	Employed sound judgment and logical reasoning; Plans were logical and thorough; Made good decisions in unexpected situations; Acted in the absence of guidance; Followed up on assigned tasks; Took corrective action.				
Motivating	Inspired and encouraged others; Kept a positive attitude; Provided accurate, timely and positive feedback; Challenged others to excel; Encouraged others to improve; Motivated participant in the classroom.				
OPERATING			GO	NO GO	GO NO GO
Planning/Preparing	Successfully planned and prepared training class; Ensured available resources were available to conduct training class; Conducted the training within the intent of the SGLs instructions.				
Executing	Used technical and tactical skills to meet task requirements; Executed plans and adjusted as needed; Kept track of people and equipment; Adapted.				
Assessing	Conducted AAR to identify lessons learned; Observed and assessed actions in progress; Used assessments to improve.				
IMPROVING			GO	NO GO	GO NO GO
Developing	Set the example--Personal appearance, displaying high standards off duty; Worked to improve self, others, and squad; Coached others with weaknesses; Encouraged initiative; Contributed to a positive organizational climate; Improved on weaknesses.				
Building	Promoted and encouraged teamwork and achievement; An example of a team player; Fostered a healthy ethical climate; Supported unpopular decisions as though they were his own; Encouraged others to work with each other.				
Learning	Learned from AARs and sought self-improvement in weak areas; Applied lessons learned; Asked questions.				
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.			SCORE:		SCORE:
Superior -0=100% -1=94%			Satisfactory -2=88% -3=81% -4=75%		Unsatisfactory -5=69%

Demonstrated Leadership (Tactical) Performance Evaluation Test Sheet

STUDENT RANK & NAME		STUDENT NO:	
SGL RANK & NAME:	Position:	CLASS NO:	
Performance Step	Initial Test Date:	Retest Date:	
TROOP LEADING PROCEDURES:	GO	NO GO	GO NO GO
Received the Mission			
Issued the warning order			
Made a tentative plan			
Started the necessary movement			
Reconnoitered the area			
Completed the plan			
Issued the operation order			
Provided proper supervision			
Conducted Precombat checks			
MENTAL ATTRIBUTES:	GO	NO GO	GO NO GO
Showed desire to succeed--did not quit in the face of adversity			
Thought and acted quickly and logically (with no clear instructions, or plan fell apart)			
Embraced/used the talents of all team members to build team cohesion			
PHYSICAL ATTRIBUTES:	GO	NO GO	GO NO GO
Coped with hardship			
Continued to function under adverse conditions			
INTERPERSONAL SKILLS:	GO	NO GO	GO NO GO
Readily interacted with others			
Actively contributed to problem solving and decision making			
CONCEPTUAL SKILLS:	GO	NO GO	GO NO GO
Used appropriate reference materials			
Paid attention to detail			
TACTICAL SKILLS:	GO	NO GO	GO NO GO
Combined and applied skills w/people, ideas, and things to accomplish missions			
Applies skills w/people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, and support actions			
COMMUNICATION SKILLS:	GO	NO GO	GO NO GO
Used appropriate visual signals			
Kept subordinates informed, issued clear concise orders			
DECISION MAKING:	GO	NO GO	GO NO GO
Considered safety, impact, and implication of decision on others			
Took charge when in charge			
Employed sound judgment and logical reasoning.			
Acted in the absence of orders			
MOVTVATING:	GO	NO GO	GO NO GO
Inspired, encouraged, and guided others toward mission accomplishment			
Didn't show discouragement when faced with a setback.			
RATING: 0-69 = Unsatisfactory 70-89 = Satisfactory 90-100 = Superior Retest is satisfactory with a minimum score of 70 percent.	Score	Score	
Superior -0=100% -1=96% -2=93%	Satisfactory -3=89% -4=86% -5=82% -6=79% -7=75% -8=71%		Unsatisfactory -9=68%

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APPENDIX D**End of Course Critique****This Appendix
Contains**

This Appendix contains the items listed in this table--

Item	Page(s)
End-Of-Course Critique Questionnaire Guidance	CG-1
End-Of-Course Critique (EOCC) Questionnaire	CCQ-1 and CCQ-2

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End Of Course Critique Questionnaire Guidance

Overview

This end-of-Course Critique Questionnaire (CCQ) is the basis for improving the quality of the educational services provided to students.

Instructions to SGL

1. Have students complete this questionnaire as close as possible to the end of the course.
2. SGLs must--
 - a. Ensure each student completes a questionnaire.
 - b. Provide adequate time for the students to complete the questionnaire.
 - c. Request that each student be honest and encourage written comments.
 - d. Create a nonthreatening atmosphere to encourage openness and candor.
 - e. **Not** require the students to provide identification on the form.
3. For those academies having access to the Army Information System (AIMS), students must prepare and submit written comments on a separate sheet of paper.
4. Commandants **will not** penalize a student for responses made in relationship to this questionnaire.
5. Commandants must consolidate the responses and provide the information to USASMA. This will help USASMA and the NCOA build upon the positive and correct the negative aspects of training content and conditions.

(REF: AR 350-1, para 4-3)


Instructions to Students

This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by filling in the circled number that corresponds to your feelings about the question if using a mark-sense form. If using the form itself, place an X in the block that applies.

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END OF COURSE CRITIQUE QUESTIONNAIRE						
AREA OF CONCENTRATION	Evaluation					
<p>This end of Course Critique Questionnaire (CCQ) is the basis for improving the quality of the educational services provided to students. This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading the statements, select the response that most accurately reflects your opinion by placing an "X" in the corresponding box. <u>THERE IS NO REQUIREMENT TO IDENTIFY YOURSELF IN ANY WAY.</u></p>	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
	NOTIFICATION PROCESS					
1. My unit notified me well in advance of my acceptance into the course.	1	2	3	4	5	N/A
2. My unit assisted me in preparing for the course.	1	2	3	4	5	N/A
3. I received my orders well in advance of the reporting date.	1	2	3	4	5	N/A
4. The student information/welcome packet provided all the information I needed.	1	2	3	4	5	N/A
5. I received the student information/welcome packet well in advance.	1	2	3	4	5	N/A
6. I was fully prepared for the course.	1	2	3	4	5	N/A
COURSE CONTENT						
1. The staff thoroughly explained PLDC graduation requirements.	1	2	3	4	5	N/A
2. I understood the expectations of me as a student in PLDC.	1	2	3	4	5	N/A
3. The SGLs displayed a thorough knowledge of the subject matter.	1	2	3	4	5	N/A
4. The SGLs involved the students in the course subject matter.	1	2	3	4	5	N/A
5. The SGLs responded adequately to questions or needs for help.	1	2	3	4	5	N/A
6. The SGLs conducted the training in a clear, organized, and interesting manner.	1	2	3	4	5	N/A
7. The lessons were in a logical sequence for training.	1	2	3	4	5	N/A
8. Course materials were useful and adequate for the training.	1	2	3	4	5	N/A
9. The training I received was important to me in my career development.	1	2	3	4	5	N/A
10. The training I received improved my leadership skills.	1	2	3	4	5	N/A
11. The training I received was at the appropriate level for my rank/grade.	1	2	3	4	5	N/A
12. Group discussion helped support my learning experience.	1	2	3	4	5	N/A
13. Interaction with the SGLs helped support my learning experience.	1	2	3	4	5	N/A
14. Interaction with my fellow soldiers helped support my learning experience.	1	2	3	4	5	N/A
15. Student handouts were adequate.	1	2	3	4	5	N/A
16. Student handouts/advance sheets helped support my learning experience.	1	2	3	4	5	N/A
17. Role-playing helped support my learning experience.	1	2	3	4	5	N/A
18. Training aids, devices, simulators, and simulations (TADSS) helped support my learning experience.	1	2	3	4	5	N/A
19. TADSS used were adequate.	20.	2	3	4	5	N/A
21. The requirement to conduct an individual training session helped support my learning experience.	22.	2	3	4	5	N/A

END OF COURSE CRITIQUE QUESTIONNAIRE, Con't

21. The requirement to perform in a leadership position helped support my learning experience.	1	2	3	4	5	N/A
22. The advance sheets helped me better prepare for training.	1	2	3	4	5	N/A
23. I feel even though the training days were usually long and busy, my time was productive.	1	2	3	4	5	N/A
24. I feel more confident about assuming a leadership position after having completed this course.	1	2	3	4	5	N/A
25. This course exceeded my expectations.	1	2	3	4	5	N/A
COURSE SUPPORT						
1. My administrative inprocessing was efficient and professional.	1	2	3	4	5	N/A
2. My logistical (supply) inprocessing was efficient and professional.	1	2	3	4	5	N/A
3. The administrative, logistical, and operational support during the course were adequate.	1	2	3	4	5	N/A
4. Issued materials in adequate time to prepare for training.	1	2	3	4	5	N/A
FACILITIES AND SERVICES						
1. The billeting was comfortable.	1	2	3	4	5	N/A
2. The classrooms were adequate for student to instructor ratio.	1	2	3	4	5	N/A
3. The dining facility--						
a. Staff members were efficient and professional.	1	2	3	4	5	N/A
b. Provided tasty, well-prepared meals..	1	2	3	4	5	N/A
c. Meals were nutritious.	1	2	3	4	5	N/A
d. Provided ample meal portions.	1	2	3	4	5	N/A
	SUPERIOR	EXCELLENT	SATISFACTORY	FAIR	POOR	
MY OVERALL RATING OF THE NOTIFICATION PROCESS IS:	1	2	3	4	5	
MY OVERALL RATING OF THE COURSE CONTENT IS:	1	2	3	4	5	
MY OVERALL RATING OF THE COURSE SUPPORT IS:	1	2	3	4	5	
MY OVERALL RATING OF THE FACILITIES AND SERVICE IS:	1	2	3	4	5	
REMARKS: I would like to bring the following item(s) to the commandant's attention regarding the notification process, course content, course support, or facilities and services:						
	Check here if you needed to make additional comments on the back of this form.					

Appendix E

Student Developmental Counseling

**This Appendix
Contains**

This appendix contains the items listed in this table--

Item	Page(s)
Student Developmental Counseling Requirements	SDC-1
Student Recognition	SDC-2
Service School Academic Evaluation Report (AER)	SDC-3 thru SDC-7
Academic and Performance Honors	SDC-7
Leadership Assessment and Development	SDC-8
Developmental Counseling Form, DA Form 4856	SDC-10 and SDC-11
Example Student Developmental Counseling Form, DA Form 4856 (Initial Reception/Integration)	DCF-1 thru DCF-4
Example Student Developmental Counseling Form, DA Form 4856 (APFT Failure)	DCF-2-1 and DCF-2-2
Peer Leadership Assessment Form	LAF-1-1 and LAF-1-2
Self Leadership Assessment Form	LAF-2-1 and LAF-2-2

NOTE: This appendix contains an example of a Student Developmental Counseling Form that commandants may use.

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STUDENT DEVELOPMENTAL COUNSELING REQUIREMENTS

Student Developmental Counseling Requirements

1. Developmental counseling is a means of assisting and developing students and subordinates. As an SGL, your counseling should include--
 - a. Praise and reward for good performance.
 - b. Stressing the importance of teamwork.
 - c. Feedback on strengths or weaknesses.
 - d. Assisting students in attaining required standards or correcting adverse behavior.
 - e. Persuading students to set personal and professional goals.
 - f. Helping students resolve personal problems.
 - g. Providing assessment and guiding the students in a self-assessment (use the leadership assessment forms in this appendix to aid in the overall assessment of the students leadership evaluation).
 2. Feedback is essential for students to know how they are performing and where they stand in the course. Developmental counseling is one of the most important tools of leader development feedback at PLDC. Instructors must continually counsel students on both the strengths and weaknesses of their performance throughout the course. All counseling must explain the students' progress to date. Small group leaders must conduct the following counseling as a minimum:
 - a. Initial counseling. By using reception and integration counseling you should determine whether or not a soldier has any personal problems or outside distracters that would interfere with his completing the course. This session must include the statement “I will not acquire or provide inappropriate assistance before or during any test except as instructed (i.e., group activities) and will report any such inappropriate assistance before, during, or after the test administration.” This eliminates the DA Form 5286 requirement.
 - b. After any test failure or retest failure.
 - c. Midcourse Developmental Counseling. Progress to date.
 - d. Comprehensive End-of-Course-Developmental Counseling. Record using the following procedures (but not limited to)--
 3. Suggest/recommended Counseling Technique with SGL's using the Check Sheets:
 - a. Use the check sheets to check off the GOs and NO GOs.
 - b. Make comments in the margins, or on the back of the check sheets, or attached addendum, concerning the soldier's demonstrated strengths and weaknesses.
-

**Student
Developmental
Counseling
Requirements,
cont**

- c. Use the check sheet to ensure the group covers the strengths and weaknesses of the soldier during the conduct of the AAR that directly follows each performance or testing event. This provides the soldier immediate feedback and counseling.
 - d. When the time comes for the mid-course or end-of-course counseling (depending on when the student performed the event), the SGL will refer to the check sheets and addendums (if used) to make entries on the counseling form, providing the student with how he performed, detailing his strengths and weaknesses, and providing recommendations on how to improve.
 - e. Refer to all examinations in counseling and official records as “written examinations” or “performance evaluation tests.”
 - f. Conduct counseling as you have taught it.
 - g. Conduct all counseling using DA Form 4856 IAW FM 22-100.
4. This CMP does not limit SGLs to the general indicators in FM 22-100, App B, but SGLs must be precise, objective, and fair in the developmental counseling process.
5. Counseling records play a major role in the event of favorable or unfavorable administrative personnel actions.
6. The student developmental counseling process satisfies the requirements of the Leadership Development Plan (LDP) in TR 351-10.
- (REF: TR 350-10, Chap 2, para 2-7g and para 2-20b(2), TR 350-18, Chap 3, para 3-29, and FM 22-100, App B and C)
-

**Student
Recognition**

- 1. Present all students who meet course completion criteria with a training proponent diploma. Diplomas must contain as a minimum the student’s full name, grade, complete course title, course identification number, beginning and completion dates of the course.
 - 2. Commandants will recognize the following graduates in support of AR 600-8-19, Chap 3, para 3-50c, that awards promotion points for--
 - a. Distinguished honor graduate (15 promotion points).
 - b. Distinguished leadership award (10 promotion points).
 - c. Commandant’s list (5 promotion points).
 - 3. Commandants may issue other types of recognition/certificates in addition to the above. Enter all recognitions/awards on DA Form 1059.
- (REF: TR 350-18, Chap 3, para 3-3 and 3-30, TR 351-10, Chap 2, para 2-7g(5) and para 2-16d)
-

**Service School
Academic
Evaluation
Report (AER)**

1. Commandants will ensure that the SGL completes the report in sufficient time to counsel the student and determine the specific procedures for preparation of the AER.
 - a. Blocks 1 through 12. The SGL verifies the accuracy of each entry IAW AR 623-1, Chap 2, para 2-8, Items 1 through 12.
 - b. Blocks 13 and 14. Completed by the SGL IAW the following guidance and AR 623-1, Chap 2, para 2-8, Items 13 and 14. Do **NOT** use peer evaluations to determine the performance summary.
 - c. Blocks 15 through 18. Completed IAW AR 623-1, Chap 2, para 2-8, Items 15 and 18. Do **NOT** use peer evaluations to determine the performance summary.
2. All comments must be on a face-to-face personal basis, based on the developmental counseling process and not comments taken from a “one comment fits all” list.
3. The commandant’s goal must be to provide the students with a copy of their AER on graduation day. At a minimum, students will see their draft AER before departure. The AER provides students and their chain of command a clear and concise evaluation of the students’ performance during training.
4. Prepare and distribute AERs IAW AR 623-1, to include adverse AERs. This does preclude preparation in database format.

NOTE:

- For the following entries, SGLs must justify all ratings in a clear and concise developmental counseling record.
- SGLs must also base entries on their observations of the students throughout the course.
- SGLs will annotate retest scores in the student’s records along with counseling and remediation documentation. Students who require and pass a retest will receive the minimum passing score for that event, and the SGL will automatically remove the student from class honors consideration.

5. Entries for AER Block 13, “PERFORMANCE SUMMARY,” DA FORM 1059.
 - a. **“EXCEEDED COURSE STANDARDS.”** (Will not exceed 20 percent of the class enrollment). The following guidelines represent the minimum considerations for this rating:
 - (1) Displayed superior performance, Army values, and the “Whole Soldier Concept” throughout the course.

**Service School
Academic
Evaluation
Report (AER),
cont**

- (2) Received a first time GO on all examinations/performance evaluations/APFT.
- (3) Have an overall grade point average of 90 percent or higher on the combined requirements in (2) above.
- (4) Have a SUPERIOR rating in three or more rated "Demonstrated Abilities" blocks, Block14, DA Form 1059.
- (5) Did not receive any adverse developmental counseling.
- (6) Presented superior military appearance and bearing throughout the course.

NOTE: If more than 20 percent of the students exceed course standards, use the students' grade point averages in ascending order to determine class standing. Use the actual APFT score for breaking any ties.

b. "ACHIEVED COURSE STANDARDS." For students who achieve course standards, but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating:

- (1) Have an overall grade point average of 70 percent or higher, this includes all examinations/performance evaluations/APFT.
- (2) Have not received more than two adverse developmental counselings (neither for the same offense-excludes counseling for academic shortcoming).
- (3) Have as a minimum, a satisfactory rating in the "Demonstrated Abilities" in Block 14b, c, and e, of the AER.

c. "MARGINALLY ACHIEVED COURSE STANDARDS." For students who achieve course standards but do not meet the above criteria, the following guidelines represent the minimum considerations for this rating

- (1) Received a minimum of "Satisfactory" ratings in block 14b, c, d and e, but required retesting on fifty percent or more course graduation requirements.
- (2) Received three or more adverse developmental counselings (excluding counseling for academic shortcomings). Refer these students to the commandant for dismissal consideration.
- (3) Students whose personal characteristics, behavior, attitude, conduct, or overall performance does not justify dismissal but warrants documentation.

**Service School
Academic
Evaluation
Report (AER),
continued**

d. “FAILED TO ACHIEVE COURSE STANDARDS.” criteria.

- (1) Failed to meet any course graduation requirement.
- (2) Dismissed from the course IAW regulatory guidance.

6. Entries for AER Block 14, "DEMONSTRATED ABILITIES," DA FORM 1059. The following criteria lists the minimum requirements:

- a. “WRITTEN COMMUNICATION” criteria: Not evaluated.
- b. “ORAL COMMUNICATION” criteria. Place an “X” in the appropriate block based on the following guidelines:

(1) SUPERIOR: The student must have--

- (a) Received a first time GO and an overall grade point average of 90 percent or above on the train the trainer, D&C, and individual training performance evaluations.
- (b) Voluntarily participated in small group discussions and fostered positive two-way clear, concise, and verbal communications throughout the course.

(2) SATISFACTORY: The student must have--

- (a) An overall grade point average of 70 to 89 percent on the train the trainer, D&C, and individual training performance evaluations.
- (b) Participated satisfactorily in small group discussions throughout the course.

(REF: AR 350-1, para 3-18 and AR 623-1, Chap 1 and 2)

(3) UNSATISFACTORY: The student--

- (a) Received an UNSATISFACTORY rating in any one of the train the trainer, D&C, or individual training final performance evaluations.
 - (b) Received two or more counseling statements for failure to participate in small group discussion.
 - (c) Dismissed from the course for disciplinary or other adverse reasons.
-

**Service School
Academic
Evaluation
Report (AER),
continued**

- c. "LEADERSHIP SKILLS" criteria. Place an "X" in the appropriate block based on the following guidelines:
- (1) SUPERIOR: The student must have received a first time GO and an overall grade point average of 90 percent or above on the demonstrated leadership performance evaluations, land navigation, and received no adverse counseling.
 - (2) SATISFACTORY: The student must have an overall grade point average of 70 to 89 percent in the demonstrated leadership performance evaluations and land navigation.
 - (3) UNSATISFACTORY: The student--
 - (a) Received an UNSATISFACTORY rating while serving in a leadership position or on the land navigation evaluation,
 - (b) Dismissed from the course for adverse reasons.
- d. "CONTRIBUTION TO GROUP WORK" criteria. Place an "X" in the appropriate block based on the following guidelines:
- (1) SUPERIOR: The student--
 - (a) Received no adverse developmental counseling relating to poor class participation, disruptive behavior, etc.
 - (b) Consistently participated in classroom discussions and projects above and beyond that of their fellow students.
 - (c) On his own provided assistance to fellow students in understanding difficult teaching points.

NOTE: Based on SGL observations.

- (2) SATISFACTORY: The student--
 - (a) Received no more than two adverse developmental counseling's relating to poor class participation, disruptive behavior, etc.
 - (b) Made an effort to actively participate in classroom discussions.
 - (3) UNSATISFACTORY: The student--
 - (a) Received three or more adverse developmental counselings relating to class participation, e.g., poor participation, disruptive behavior, failure to complete homework assignments.
 - (b) Failed to be a team player during class or other small group activities.
-

**Service School
Academic
Evaluation
Report (AER),
continued**

e. “EVALUATION OF STUDENT’S RESEARCH ABILITY” criteria. Place an “X” in the appropriate block based on the following guidelines:

- (1) SUPERIOR: The student--
 - (a) Received a first time GO and an overall grade point average of 90 percent or higher on the three written examinations.
 - (b) Received no adverse developmental counseling for failing to complete prior to or after class practical exercises/requirements.
- (2) SATISFACTORY: The student--
 - (a) Received an **overall** grade point average of 70 to 89 percent on the three written examinations.
 - (b) Received no more than two adverse developmental counseling’s for failing to complete prior to or after class practical exercises/requirements.
- (3) UNSATISFACTORY: The student--
 - (a) Received a final failing score on any of the three written examinations.
 - (b) Received more than two adverse developmental counselings for failing to complete prior to or after class requirements, e.g., practical exercises, readings, or failure to prepare for class.

NOTE: • MSG DAPE DTG 271500Z SEP 01 changes the input timeline for posting inputs and graduate/non-successful completions to ATRRS to 2 working days after the scheduled start date and end date of each class for the AC.

(REF: AR 350-1, p 3-18; AR 623-1, Chap 1, para 1-13; and FM 22-100, App B, Performance Indicators)

**Academic and
Performance
Honors**

1. COMMANDANT’S LIST GRADUATES: These graduates will not exceed 20 percent of the class enrollment. This percentage includes the Distinguished Honor Graduate. These graduates must have “EXCEEDED COURSE STANDARDS” rating in Block 13a of the AER.
2. DISTINGUISHED LEADERSHIP AWARD: There is only one leadership award recipient. Eligible nominees appear before a board. The board will designate the leadership award to the nominee who receives the board's highest evaluation. The nominee must meet the following prerequisites:
 - a. Received no adverse developmental counseling.
 - b. Received a superior rating in Block 14c (Leadership Skills) of their AER.
 - c. Selected by their peers with final recommendation by the SGL.
2. DISTINGUISHED HONOR GRADUATE: This graduate is the student who demonstrated superior academic achievement through the “Whole Soldier” concept. This graduate must meet the following prerequisites:
 - a. All criteria for the commandant’s list graduate.
 - b. Have highest overall academic average.
 - c. Have no adverse developmental counseling.

- NOTE:**
- In the event of a tie, the commandant will use the average score of the three written examinations as a tiebreaker for these honors. If they are the same, the commandant will use the APFT score.
 - The DA-1059 for the soldier must reflect the type of recognition awarded to receive the promotion points.

(REF: AR 600-8-19; AR 623-1; TR 350-18, Chap 3, para 3-3 and 3-30; and TR 350-10, Chap 2, para 2-16d and para 2-7g(5))

**Leadership
Assessment and
Development**

1. The purpose of the Leadership Assessment Form (LAF) is to aid the soldier in future leader self-development efforts after departing the NCOA.
 2. SGLs will base their leadership assessment of the soldier on the demonstrated leadership evaluations (garrison and tactical).
-

**Leadership
Assessment and
Development,
continued**

3. LAFs allow the students to actually see how their fellow students and SGL viewed their leadership abilities, compare these views to how they rated their own performance, and identify leadership indicators they need to focus on for their self-development efforts back in their organizations.

4. Provide the original copies of the LAFs to the student for use back in their organizations. They are not a part of the required student records for maintenance.

5. The information provided on the following sample DA Form 4856 is the minimum essential requirement for reception/integration (initial) developmental counseling session.

(REF: TRADOC Reg 350-10, Chap 2, para 2-20 and FM 22-100, Appendix C)

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DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100; the proponent agency is TRADOC.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301:		Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)	
PRINCIPAL PURPOSE:		To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:		For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.	
DISCLOSURE:		Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200			

DA Form 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

Individual counseled ☐ I agree ☐ disagree with the information above.

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856

DEVELOPMENTAL COUNSELING FORM**For use of this form see FM 22-100.****DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)

PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.

ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.

DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)

The purpose of this Initial Reception and Integration counseling is to inform you of the standards of conduct, course graduation requirements, retest criteria, dismissal procedures, examination restrictions, and examination references allowed during testing. This will continue as an ongoing Performance and Professional Growth counseling throughout your attendance at the Primary Leadership Development Course (PLDC). Obviously you have demonstrated your ability to be a leader in the United States Army, or you would not be attending PLDC. The following guidelines will enable you to achieve your goals of returning to your unit as a proud graduate of this course, ready for the responsibilities of leading your subordinates to accomplish the organization's missions.

PART III - SUMMARY OF COUNSELING**Complete this section during or immediately subsequent to counseling.****Key Points of Discussion:**You must:

- Conduct yourself in a professional manner at all times.
- Be at your appointed place of duty at the appointed time.
- Perform all work on your own unless otherwise instructed.
- Meet or exceed course graduation requirements.
- Assess your own capabilities and seek assistance when needed.
- Avoid actions that are prejudicial to others in the course.
- Strive to successfully progress academically.
- Demonstrate motivation and a positive attitude.
- Review the Student Evaluation Plan to become familiar with course content and training support criteria.
- At this time inform academy personnel if you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., that may interfere with your successful completion of this course.

To achieve course graduation requirements, you must:

- Score 70 percent or higher on Written Examinations I, II, and III.
- Obtain a minimum score of 60 in each event on the APFT or authorized retest.
- If on permanent profile obtain a minimum passing score within profile limitations.
- Achieve a 70 percent or higher for a "GO" on the following Performance Evaluations.
 - Army Physical Fitness Training-Train the Trainer.
 - Drill and Ceremonies.

DA FORM 4856-R-E, cont

- Individual Training.
- Land Navigation. (75%)
- Leadership (Garrison and Tactical).

If you should--

- Fail an initial examination/evaluation; you will receive remedial training and one retest. You must take the test in its entirety in the retest.
- Fail the initial and retest on the same exam/eval you must be considered for elimination from the course IAW TR 351-10.
- Fail an exam/eval and pass the retest, you will receive 70% as the minimum passing score for that exam/eval, and dropped from consideration for honors.

You may be considered for dismissal if your--

- Personal conduct is such that your continuation in PLDC is not appropriate.
- Academic progress, demonstrated motivation, attitude, or conduct is prejudicial to others in the course.
- Actions make it extremely unlikely that you can meet course graduation standards.

All examinations are open book. You may--

- Use, advance sheets, practical exercises, appropriate publications issued for the course, personal notes, calculators, and school issued computers.
- Tab recoverable reference material with nonpermanent adhesive tabs, such as Post-its or other means that do not mark or damage the publication.
- Highlight and make notes only on nonrecoverable reference material, unless otherwise instructed.
- Only use material that is your own or issued to you by academy personnel for use during the course.
- **Not** be in possession of cell phones or beepers during examinations.

Student Recognition. Based on your performance throughout the course you have the opportunity for acknowledgment, not only as a graduate, a major accomplishment within itself, but you have the additional opportunity to strive for the following recognition--

- Distinguished honor graduate.
- Distinguished leadership award.
- Commandant's list
 - There is a possibility you may exceed course standards and not receive that recognition. Regulatory guidance allows for no more than 20 percent of the enrolled class to receive honors.
 - Should you retest on any written or performance examination, the NCOA will not consider you for the above graduation recognition.

TEST ADMINISTRATION. It is your responsibility to--

- Inform your SGL If you feel there are any extenuating circumstances such as fatigue, illness, emotional distress, family or financial problems, etc., that may interfere with your ability to take any examination/evaluation prior to testing.
- **Not** acquire or provide inappropriate assistance before or during any test throughout the course except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after any test administration.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).

I will throughout the course--

- Conduct myself in a professional manner at all times.
- Ensure that I am at my appointed place of duty at the appointed time.
- Perform all course work on my own unless otherwise directed.
- Strive to meet or exceed course standards/graduation requirements by diligently applying myself.
- Avoid actions that may be prejudicial to others in the course.
- To the best of my ability demonstrate positive motivation and attitude at all times.
- Be personally responsible for all my actions.
- Attend all required remedial training and seek help from my SGL and peers to identify and overcome shortcomings should I fail an exam/eval.
- **Not** damage course materials issued for my use.
- Use only the material that is mine or issued to me during the course for my use.
- Review the Student Evaluation Plan to become familiar with course content and course graduation requirements.
- **Not** acquire or provide inappropriate assistance before or during any test except as instructed (i.e. group activities) and report any such inappropriate assistance before, during, or after test administration.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed the standards of conduct, course graduation requirements, retest criteria, dismissal procedures, examination restrictions, and types of student recognition. It is of utmost importance that you fully understand all of the criteria in order for you to become a graduate of PLDC. Completion of this course establishes the foundation for your future training and leader development. Keep this in mind, part of the WARRIOR ETHOS requires unrelenting determination to do what is right and do it with pride while refusing to accept failure. Is there anything that we have discussed that you do not fully understand?

Individual counseled: ☐ I agree ☐ disagree with the information above.

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

I am here for you as a mentor and a coach. I will keep you informed of any identified strengths, and in the event of weaknesses, help you identify corrective actions to take. In return, you must also assist me by seeking assistance when you need it.

Signature of Counselor: _____ Date: _____

DA FORM 4856, cont

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856 (Reverse)

DEVELOPMENTAL COUNSELING FORM For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
<p>Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leader's facts and observations prior to the counseling.)</p> <p>The purpose of this performance counseling is to inform you, (Rank and Name) that you failed to successfully pass the Army Physical Fitness Test (APFT), the potential consequences, and to develop a plan of action for improving your performance in the future.</p>			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
<p>Do you have any type of medical condition, at this time, that we may have not been made aware of that could have adversely affected your performance during the APFT? Although it is not the heart of the Army's physical fitness program, the APFT is the primary instrument for evaluating the fitness level of each soldier. You received counseling outlining course graduation requirements and you aware of the fact that a minimum passing score on the APFT is a course graduation requirement. Your failure to meet minimum Army standards is an overall indication of your less than acceptable fitness level/standards and could result in your dismissal from the course. Since this was not a record APFT, there will be no flagging actions or consideration for a bar to reenlistment. However, you must dedicate yourself and exhibit determination to improve your overall level of fitness in order to achieve a minimum passing score. Lets discuss the following:</p> <ul style="list-style-type: none"> • You achieved the following raw scores on the APFT: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____. • You failed (place an "X" in appropriate categories) the following event(s) of the APFT: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____. <p>Alternate event _____ (If applicable).</p> <p>➔ This is the minimum APFT raw score requirements for your gender and age group that you must strive to attain: Push-ups: _____; Sit-ups: _____; 2 Mile Run: _____ or Alternate event: _____.</p> <p>Maintaining an appropriate level of physical fitness, military bearing, and completing physically demanding endeavors are just a few of the physical attributes desired in a leader.</p>			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856-R-E, cont

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).)

You will participate in a remedial physical fitness training program conducted concurrently with normally scheduled physical fitness training. It is recommended that you routinely spend some of your personal time to work on your physical conditioning. Achieving Army minimum standards is not difficult, the most important element to being successful is maintaining a positive "can-do" attitude and having the "heart and desire" to achieve a minimum or higher passing score. This is corrective, not punitive in nature and will assist both you and I in ensuring you are capable of passing your APFT retest. You will take you retest on (enter date, time, and location).

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks, if appropriate).

During this counseling session we discussed your inability to achieve a minimum passing score on your APFT. It is of utmost importance that you fully understand a minimum passing score or higher on the APFT is a course graduation requirement. Completion of this course establishes the foundation for your future training and leader development. Is there anything we have discussed that you do not fully understand?

Individual counseled: ☐ I agree ☐ disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

I will design a program tailored to address your specific fitness needs. The program regimen will help you improve your area(s) of weakness and overall fitness level. I will keep you informed of any identified strengths; and in the event of weaknesses, help you identify corrective actions to take.

Signature of Counselor: _____ Date: _____

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856 (Reverse)

PEER LEADERSHIP ASSESSMENT FORM

Student (Being assessed)# _____. Leadership Position _____.					
The purpose of the peer leadership assessment is to help leaders identify performance indicators on which they may need to focus their self-development efforts. After you complete this assessment, the leader will compare your results to his/her perception of his/her own leadership ability. Place an "X" in the response block you feel best describes how the soldier actually performed in a leadership position. If you feel you cannot assess the soldier in a particular performance area leave the response block blank. Keep the assessment strictly professional without any personal bias.					
DO NOT SHOW THE COMPLETED FORM TO OTHERS	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
BASIC SOLDIER SKILLS:					
Set high standards for his/herself.	1	2	3	4	5
Was competent in basic soldier skills.	1	2	3	4	5
Worked hard to improve basic leadership abilities.	1	2	3	4	5
Sought self-improvement in weak areas.	1	2	3	4	5
COMMUNICATIONS:					
Issued clear and concise oral orders to soldiers.	1	2	3	4	5
Received and interpreted information accurately from superiors and subordinates.	1	2	3	4	5
Listened closely to others and paid attention.	1	2	3	4	5
Conveyed appropriate excitement and enthusiasm needed to motivate subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
Accepted responsibility for decisions and the impact they had on others.	1	2	3	4	5
Was a credible role model and set the proper example for others.	1	2	3	4	5
Demonstrated moral courage; did what had to be done; stood firm on values, and morals.	1	2	3	4	5
Was open, honest, and candid when dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
Was proficient in developing courses of action.	1	2	3	4	5
Established clear priorities and goals.	1	2	3	4	5
Was flexible and did not become frustrated easily.	1	2	3	4	5
Ensured others helped develop plans when appropriate.	1	2	3	4	5
Knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
Gave clear and concise directions; others knew what to do after receiving directions.	1	2	3	4	5
Did not over supervise or micromanage.	1	2	3	4	5
Did not under supervise or give too little guidance.	1	2	3	4	5
Knew how to evaluate performance.	1	2	3	4	5
Controlled and accounted for subordinates.	1	2	3	4	5
Enforced Army standards.	1	2	3	4	5
Ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

SOLDIER TEAM DEVELOPMENT					
Developed cohesion, spirit, and confidence in team members.	1	2	3	4	5
Actions lead to developing a healthy leadership climate.	1	2	3	4	5
Ensured others received credit for their contributions and accomplishments.	1	2	3	4	5
Accepted the honest mistakes of others as a part of the learning process.	1	2	3	4	5
Instilled discipline in subordinates.	1	2	3	4	5

[illegible]

SELF LEADERSHIP ASSESSMENT FORM

Student# _____. Leadership Position _____. Leadership assessment can help you identify areas of leadership on which you may need to focus your self-development efforts. Five other students completed a similar assessment on you. Assessments from these two perspectives will allow you to compare how you see yourself to how others see you. The leadership assessment form contains performance indicators needed to lead effectively. Place an "X" in the response block you believe best describes how you actually lead. <u>DO NOT SHOW THESE RESULTS TO OTHERS</u>	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
BASIC SOLDIER SKILLS:					
I set high standards for myself.	1	2	3	4	5
I was competent in basic soldier skills.	1	2	3	4	5
I worked hard to improve my basic leadership abilities.	1	2	3	4	5
I sought self-improvement in my weak areas.	1	2	3	4	5
COMMUNICATIONS:					
I issued clear and concise oral orders to soldiers.	1	2	3	4	5
I received and interpreted information accurately from my superiors and subordinates.	1	2	3	4	5
I listened closely to others and paid attention.	1	2	3	4	5
I conveyed appropriate excitement and enthusiasm needed to motivate my subordinates.	1	2	3	4	5
PROFESSIONAL ETHICS:					
I accepted responsibility for my decisions and the impact they had on others.	1	2	3	4	5
I was a credible role model and set the proper example for others.	1	2	3	4	5
I demonstrated moral courage; did what had to be done; and stood firm on my values and morals.	1	2	3	4	5
I was open, honest, and candid in dealing with others.	1	2	3	4	5
DECISION MAKING/PLANNING:					
I was proficient in developing courses of action.	1	2	3	4	5
I established clear priorities and goals.	1	2	3	4	5
I was flexible and did not become frustrated easily.	1	2	3	4	5
I ensured others helped me develop plans when appropriate.	1	2	3	4	5
I knew which decisions to make and what to delegate to subordinates.	1	2	3	4	5
SUPERVISION:					
I gave clear and concise directions, others knew what to do upon receiving directions.	1	2	3	4	5
I did not over supervise or micromanage.	1	2	3	4	5
I did not under supervise or provide too little guidance.	1	2	3	4	5
I demonstrated how to evaluate performance.	1	2	3	4	5
I controlled and accounted for my subordinates.	1	2	3	4	5
I enforced Army standards.	1	2	3	4	5
I ensured the task was understood, supervised, and accomplished.	1	2	3	4	5

SELF LEADERSHIP ASSESSMENT FORM, cont

SOLDIER TEAM DEVELOPMENT					
I developed cohesiveness, spirit, and confidence in team members	1	2	3	4	5
My actions lead to developing a healthy leadership climate	1	2	3	4	5
I ensured others received credit for their contributions and accomplishments	1	2	3	4	5
I accepted the honest mistakes of others as a part of the learning process	1	2	3	4	5
I instilled discipline in my subordinates	1	2	3	4	5

REMARKS:

Appendix F

Test Control Procedures SOP

**This Appendix
Contains**

This appendix contains the items listed in this table:

Item	Pages
Sample Test Control Procedures SOP	TC-1 thru TC-8
Test Control Job Aid	TCJA-1

NOTE: USASMA's Quality Assurance Office reviewed the SOP and provides access to the Test Control Job Aid. When writing your SOP, address the "How do I accomplish this procedure?" in each area.

Include examples of memorandums or checklists in your NCOA's SOP.

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MEMORANDUM FOR Cadre (YOUR ACADEMY)

SUBJECT: Test Control Standing Operating Procedures (SOP)

1. References:

- a. TRADOC Memorandum, Subject: Test Policy and Procedures Memorandum and Enclosures, 6 Oct 2001.
- b. TRADOC Reg 350-70, Chapter VI-7, Student Performance Measurement/Testing, 9 Mar 1999
- c. TRADOC Reg 350-18, The Army School System, Chapter 3, para 3-11, 26 May 2000.
- d. TRADOC Reg 350-10, Institutional Leader Training and Education, Chapter 2, para 2-9, 12 Aug 2002.
- e. Course Management Plan (CMP).

2. Purpose. To prescribe procedures for administrative records, procurement, administering, handling, storing, scoring, scheduling, disposition and security of the tests administered at this NCO Academy.

3. Scope. This policy reflects the current operational procedures for test administration for this NCO Academy.

NOTE: The SOP requires the following paragraphs below and are examples of the procedures to follow.

4. Only the Test Control Officer (TCO) or Alternate Test Control Officer (ATCO), will open test material received by the NCO Academy through distribution. Mark test components as “**FOUO-Sensitive Examination (Testing) Materials**” (or similar words) on the front/back (top or bottom) covers and front of every page of the test if not already marked. Ensure to mark the last page on the back side with the words “**FOUO-Sensitive Examination (Testing) Materials.**” Sequentially serial number all test components using the school’s office symbol as the prefix to the serial number.

Example: ATSS-Q-PLDC-E202-0001

Do not use serial numbers of previously destroyed materials for newer test materials. The TCO/ATCO will conduct a 100 percent inventory of all test materials upon receipt and account for them using the DA Form 5159 (or a locally generated form). The TCO/ATCO will store all test materials in a locked room or secured containers (Test and Solutions/Answer Keys in separate containers) with access limited to authorized personnel only. Proper key control to these sensitive containers must be exercised as with other sensitive keys (See Item 23).

5. The TCO/ATCO will conduct an inventory of all test material quarterly as a minimum and maintain records for one year, using DA Form 5159 (or a locally generated form) (include example). When removing test components or returning them to the locked cabinets, maintain a record of sign out (name, organization, ect) (include example). Record the results in the “NOTE” section of DA Form 5159, or record on a locally generated sign-out/sign-in log. If using a log, attach it to the DA Form 5159 for that quarter and the annotation “see attached log” made in the “NOTE” section of DA Form 5159 (or a locally generated form). The inventory must include all items listed on the DA Form 5159s. Additional inventories may be necessary upon reproduction of exam booklets.

6. The TCO/ATCO will separately maintain all answer sheets and associated paperwork IAW TR 350-18, Chap 3, para 3-28 and TR 350-10, Chap 2, para 2-8c until after graduation, then destroy by burning, melting, shredding, or chemical decomposition. The TCO/ATCO will maintain all nongraduate/early release test answer sheets for 24 months. Store answer keys and completed answer sheets in a different drawer from other test components. Answer keys will consist of only the answer without the questions.

Sample Test Control SOP, cont

7. Only the TCO/ATCO has authorization to reproduce and/or destroy test materials IAW CMP guidance. They will inform the Commandant of all reproductions/destructions and maintain a reproduction/destruction certificate (see example Annex B) for 12 months. Destroy by burning, melting, shredding, or chemical decomposition. Mark all examinations and components “**FOUO-Sensitive Examination (Testing) Materials**”, and assigned a control number consisting of the office symbol, test version, and numerical number when reproduced. Ensure to mark the last page on the back side “**FOUO-Sensitive Examination (Testing) Materials**”. Conduct an inventory upon reproduction of test items.

8. The TCO/ATCO will inspect testing sessions to ensure proper handling and administering of tests IAW CMP guidance. Inspections will be based on course schedule and amount of testing sessions. A copy of the observations/recommendations will be maintained on file for 1 year as part of the Test Control’s Quality Assurance Program.

9. Test examiners must meet the same instructor criteria as SGLs, must be on written orders, and briefed at least quarterly by the TCO/ATCO. Written documentation is required. Maintain the review sheets for 1 year. All examiners will comply with this SOP, test examiner’s checklist, and all related references and guidance in the CMP.

10. TCO/ATCO issue test examiners the exact number of examination booklets, answer sheets, AAR sheets, scratch paper needed to test his/her squad, and a lockable container (i.e., briefcase) for transporting exam items. The test examiners must read the TCO SOP and conduct an inventory of all materials prior to signing for them. During the inventory the examiners must look for marks, missing pages and unserviceable tests. Once the test examiners sign for the materials, they are solely responsible for all the components. Test examiners will never leave any test materials unattended/unsecured and can only be in building (enter local particular building or room restrictions here), or in transit to these (same here).

11. Test examiners must:

- a. Be present during all phases of testing.
- b. Respond as rapidly as possible to students with questions (raised hand).
- c. Ensure that the classroom is set up and ready for administration of student testing.
- d. Inventory student references ensuring they are free of markings/highlighting.
- e. Ensure all required test components are present.
- f. Ensure all examinees remain quiet during testing.
- g. Ensure adequate climatic conditions exist in testing room.
- h. Ensure lighting is adequate.
- i. Enforce no food/drinks policy in testing room.
- j. Not provide a meaning for a test question nor prompt a correct answer.
- k. Circulate through the classroom on a random basis to observe any suspicious activity, or position themselves so as to have visual observation of all examinees without creating a distraction.
- l. At no time leave the examinees unattended after issuing the exams.
- m. Provide student with time remaining warnings, e.g., 60, 30, and 5 minute intervals verbally or written on the board.
- n. Allow students to use any reference material available to them during the examination; for example, student handouts, publications issued for the course, personal notes, calculators, and computers.
- o. **Positively verify every student’s identity before administering the test.** This can be through visual identification or if the student is unknown to the test examiner, have the student place their identification card on their desk. Go to each student and verify name and SSN with ID card.

12. Strictly adhere to all examination start times published in the training schedule. This means all squads will start/stop at the same time. You must post the times on the board so that all students can read them.

Example: START 0900-STOP 1100.

Sample Test Control SOP, cont

13. Test examiners must read the test instructions out loud verbatim from the Test Administration Guide (TAG). Stress that the blank sheet of paper they record their answers on is not for an official score and that you will inform them of their score upon completion of grading their examinations.

14. Test examiners are responsible for their own relief during testing periods and must have readily available another qualified examiner to provide relief for personal hygiene breaks.

15. After the allotted time for the examination expires and the students stop, collect all test materials as quickly as possible. Strictly account for all test booklets, answer sheets, AAR sheets, and scratch paper in roster number order. Before dismissing examinees check test booklets to ensure that no pages are missing or contain markings. The examiner must place test items inside the lockable container (provided by recipient). Test examiners must report any suspected test compromise, test loss, or incidents of cheating to the TCO/ATCO immediately.

16. The TCO office will open one hour prior to examinations for exam issue/pick up and remain open until completion of all testing requirements. After the examination all examiners must turn in their student's test answer sheets in roster number order for grading. Test examiners must secure the lockable container (briefcase) in the TCO office during the grading of the test and pick it back up with the test results for the AAR approximately ten minutes before the scheduled AAR. Do not allow loitering in/around the TCO office during the grading.

17. The TCO, ATCO, or SSGL are the only personnel authorized to grade tests without specific permission of the Commandant. The NCOA will grade all test in a test control area. Use the Scantron machine as the primary means of grading the test. When scoring, use the procedures below:

- a. Scoring procedures: Hand score some test others, when using special answer sheets and pencils, score by hand or by optical scanner scoring machines. You may hand score machine-scorable tests for quality control.
- b. Test standards: To receive a "GO," student must receive a score of 70% on all written/hands-on/performance tests.
- c. Machine scoring: Check for accuracy of machine scores. Use the following procedures:
 - (1) Rescore five percent of all machine scored test answer sheets if the total number of tests of a single type administered exceeds 20.
 - (2) Rescore at least two out of a total number of tests of a single type administered if the number is 20 or less.
 - (3) Randomly select samples from machine-scored test batches from the top third, middle third, and lower third of each batch of test answer sheets for rescoring by hand.
 - (4) Machine score twice 100% of failures.
- d. Hand scoring: The guidance below applies to all hand-scored tests that have only one correct answer for each question.
 - (1) Counting right answers: Place the right scoring key, printed side up, over the answer sheet. Be sure to align the edge of the key opposite the identification margin of the key with the edge of the answer sheet opposite the identification margin of the answer sheet. Count all marks that appear through the holes. This is the number of right answers. Record this number on the top of the answer sheet.
 - (2) Counting wrong answers: Align the right scoring key over the answer sheet. Count all unmarked answer spaces. This is the number wrong. Record this number on the top of the answer sheet.
 - (3) Check independently by a second person 100% of failures. Check the accuracy of the count by totaling the number of wrong answers and right answers. The total should equal the highest possible score for the test.

Sample Test Control SOP, cont

- e. Calculate percentile score: To count incorrect answers, align the appropriate scoring key over the student's Answer Sheet. Record the number of wrong answers on the student's answer sheet and convert the score into a percentile score.
 - f. Once grading is complete, the TCO/ATCO will provide the SSGL with the test scores. If there are any test failures, the SGL will identify those ELOs on which the individual requires remedial training. Counsel those students who fail the test. Include a plan of action to improve and pass the retest. Explain how and what remedial training will take place. Document the counseling using the DA Form 4856 (Developmental Counseling Form). Conduct a mandatory remedial training period for the soldiers in question. Conduct the retest within 46 hours of the initial test, using another version of the test. If the soldier fails a retest or is a second time failure, initiate dismissal procedures.
18. The AAR procedures will be as follows:
- a. At the beginning of the exam, issue each student a sheet of paper numbered 1-40 or 1-20 with the test booklet and answer sheet.
 - b. Have the students write their names and student numbers on the sheet of paper.
 - c. Inform the students that the sheet of paper is for an AAR, not an answer sheet. Tell them that after they complete the examination, to copy their answers from their test answer sheet on to the test review sheet.
 - d. Once the students complete the exam and fill out their review sheets, the students will turn in the test booklet and the test answer sheet to the test examiner.
 - e. While the TCO/ATCO grades the examinations, the test examiner may begin the AAR. Conduct the AAR by using one test booklet and go over each question and discuss the correct answers with the students. At the conclusion of the AAR, the Test Examiner will collect all review sheets and turn them into the TCO for destruction.
19. Upon conclusion of the AAR, account for all test materials and immediately return them to the test control officer. The TCO/ATCO will inventory the test booklets, scratch paper, and AAR sheets and sign them back into the office. The TCO/ATCO will make a note on the appropriate DA Form 5159 (or locally produced form) filed in front of each set of examinations.
20. TCO/ATCO(*Place your procedures here, this is an example*) must administer all retests IAW the training schedule. The SSGL has responsibility for preparation of the testing facilities, such as the following: buildings and classrooms being unlocked, reference material in place, and coordinating students for any retest.
21. Actions for loss, compromise, or possible compromise of sensitive test material:
- a. Immediately notify the commandant.
 - b. Stop all testing of the compromised version. Testing may continue with alternate forms of the test if authorized.
 - c. Impound all complete tests and answer sheets of the compromised form of the test.
 - d. Place these test materials in a locked container.
 - e. Resume testing with the test in question only when directed to do so by the commandant.
 - f. Commandant will take the following actions:
 - (1) Immediately notify USASMA (Insert appropriate course) Chief, DOTD.
 - (2) Ensure that a thorough investigation of the compromise, possible compromise, or loss took place made and initiate all actions to prevent recurrence of loss or compromise of test materials.
 - (3) Decide the risk mitigation factors to employ.
 - (4) Maintain a record of the results of the investigation and actions taken if applicable.
 - (5) If warranted, initiate investigation under AR 15-6.

- (6) Immediately conduct a risk assessment if compromise is substantiated or cannot be definitely refuted (i.e., suspected but unsubstantiated).
 - (7) Take the following procedures for mitigation:
 - (a) Withdraw test from use.
 - (b) Re-test one or more students using non-compromised/unsuspected versions.
 - (c) Request assistance from DOTD.
 - (d) Take no action (i.e., in the case of unsubstantiated).
22. Maintain a record on rifle for one year all destroyed test materials.
- a. Date of destruction.
 - b. Method of destruction.
 - c. Person responsible for the destruction.
 - d. The exact material destroyed.
23. Key control procedures will be IAW USASMA Memorandum No. 190-1, Physical Security “Key Control”. The TCO/ATCO is responsible for safeguarding the keys to the test control material containers. When not in use, keep all keys in the key box located in the room 732. Coordinate with the Key Control Officer/NCO (S-4) on matters related to the issue, turn-in, changing and/or replacing lost keys. The TCO will inventory keys to the test control material containers monthly using DA Form 5513. When DA Form 5513 is full, TCOs will retain the forms on file for 90 days, and then destroy them .
24. This SOP will govern all the TCO activities in the academy. All test examiners need to strictly adhere to this SOP. The TCO/ATCO must ensure that each group’s lockable container contains a current copy of this SOP.
25. It is the TCO/ATCOs responsibility to advise the commandant on all matters of test procedures/control.

AUTHORIZED
SIGNATURE
BLOCK

SUGGESTED CHRONOLOGICAL TEST PREPARATION CHECKLIST

WHEN	WHO	WHAT
Before exam	TE/SGL*	Inform the students which materials they may use during the exams.
At the end of each testable block of instruction	SGL	<ul style="list-style-type: none"> • Inform students of which lesson(s) are testable. • Ensure soldiers receive the Advance Sheet for the exam.
On day of each exam, before set up for exam	BC**	<ul style="list-style-type: none"> • Inform the SSGL of any special instructions.
	SSGL***	<ul style="list-style-type: none"> • Inform the TE/SGLs of any special instructions. • Issue exams to TE/SGLs.
	TCO/ ATCO****	<ul style="list-style-type: none"> • Issue the test packets to the SSGLs.
During setup for each exam	TE/SGL	<ul style="list-style-type: none"> • Verify count of the test, test answer sheets, Test Review Answer Sheets, and dictionaries. • Inform SSGL of any problems with the exam materials. • Ensure the students have only authorized materials. • Read the statement on delays. • Consider request for delays (if applicable). • Forward request for delays to the SSGL (if the TE/SGL recommends approval).
	SSGL	<ul style="list-style-type: none"> • Consider request for delays (if applicable). • Forward request for delays to the BC (if SSGL recommends approval).
	BC	<ul style="list-style-type: none"> • Consider request for delays (if applicable). • Reschedule exam for students for whom the BC approves a delay.
During exam	TE/SGL	<ul style="list-style-type: none"> • Issue the test materials. • Administer the exam. • Do not leave room unless relieved. • As students complete the exam, collect all test materials except the Test Review Answer Sheets. • When all students finish, return test materials and test answer sheets to the TCO/ATCO, retaining one test booklet for Test Review.

*TE/SGL. Test Examiner or Small Group Leader

**BC. Branch Chief.

***SSGL. Senior Small Group Leader.

****TCO/ATCO. Test Control Officer or Assistant Test Control Officer.

SUGGESTED CHRONOLOGICAL TEST PREPARATION CHECKLIST, cont

WHEN	WHO	WHAT
Between exam and exam grading	TE/SGL	<ul style="list-style-type: none"> Turn in room's completed answer sheets and all test materials to SSGL. Begin AAR while TCO/ATCO score exams.
	SSGL	<ul style="list-style-type: none"> Turn in all test booklets and test answer sheets to the TCO.
	TCO/ATCO	<ul style="list-style-type: none"> Score exam. Issue score results to the SSGL.
After grading	TCO/ATCO	Provide SSGL with a copy of test results.
	SSGL	Provide TE/SGL with test results.
	TE/SGL	Provide students with their test results.
After AAR	SGL	Collect Test Review Answer Sheets. Turn in Test Review Answer Sheets and the one test booklet to the SSGL.
	SSGL	Turn in Test Review Answer Sheets to the TCO/ATCO for destruction. Turn in the test booklets used for the Test Review.
After exam review.	CMDT	Convene a Test Item Certification Committee (TICC) as needed for any question having a 40% failure rate. All findings requiring changes to the examination, forward to USASMA.
After course/class completion	TCO/ATCO	Destroy all test answer sheets, with the exception of the answer sheets of those soldiers dropped due to test failures, when the class graduates.

SAMPLE

ATSS-Q

2 April 2003

MEMORANDUM FOR RECORD

SUBJECT: Destruction Statement for Test Materials for Primary Leadership Development Course (PLDC)

1. In accordance with TRADOC Memorandum SUBJECT: Test policy and Procedures Memorandum and Enclosures, 6 Oct 01, and PLDC SOP, 1 November 2002, the TCO/ATCO destroyed the following test materials using the paper shredder located in Room 732.

NOMENCLATURE
E203-A

TEST CONTROL
NUMBER
ATSS-Q-PLDC-E203A
0076 thru 0125

2. I certify that the above listed test materials were destroyed on Monday, 1 April 2003 by MSG Jane Doe, ATCO, PLDC.

3. I ensured the transportation of all shredder test materials to the Post Recycle Point on Wednesday, 2 April 2003.

JANE A. DOE
MSG, USA
ATCO, PLDC

Destruction Witnessed By:

JOHN WAYNE
SGM, USA
TCO, USASMA

TEST CONTROL JOB AID

NOTE:

NCOAs can find the Test Control Job Aid on the Quality Assurance Office's web site at <http://usasma.bliss.army.mil/QAO/Support.htm>.

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Appendix G

Accreditation Checklist

This Appendix Contains This appendix contains the items listed in this table--

Item	Pages
Accreditation Standards List	
Accreditation Standards Guide	

NOTE: It is extremely important that the commandant and course chiefs understand and become familiar with the accreditation standards list and accreditation standards guide. The list and guide are what the USASMA Accreditation Team uses to accredit NCOAs.

NOTE: NCOAs may down-load these documents from the Quality Assurance Office at USASMA. Follow the following directions to download these documents:

1. On the Web type: <http://usasma.bliss.army.mil>
2. When the USASMA homepage comes on line:
 - a. Click on Quality Assurance Office.
 - b. Click on Support Resources.
 - c. Scroll down to Checklist.
 - d. Click on Accreditation Standards List
 - e. Click on Accreditation Standards Guide.

NOTE: The above documents are ever changing; to list the documents in this CMP would create too many changes to this document. Recommend that NCOAs constantly check the USASMA homepage for changes that may occur to the Accreditation Standards List and Accreditation Standards Guide.

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Appendix H

Instructor Certification Program

This Appendix Contains This appendix contains the items listed in this table:

Item	Page(s)
Overview	ICP-1
Initial Selection Criteria	ICP-1
Responsibilities	ICP-2
Basic Instructor Performance	ICP-4
SGL/SSGL Qualification Records	ICP-4
Instructor Performance Step Conversion Chart	ICP-5
Basic Instructor Performance Checklist	ICS 1-1 thru ICS-1-3

References The following table lists the references for this program:

Number	Title	Date
AR 350-1	Army Training and Education.	Apr 2003
AR 600-9	The Army Weight Control Program.	Mar 1994
AR 600-13	Army Policy for the Assignment of Female Soldiers.	Mar 1992
AR 611-1	Military Occupational Classification Structure Development and Implementation.	Sep 1997
AR 614-200	Enlisted Assignments and Utilization Management.	Oct 1997
DA Pam 611-21	Military Occupational Classification and Structure.	Mar 1999
FM 22-100	Army Leadership.	Aug 1999
TR Reg 350-18	The Army School System (TASS).	May 2000
TR Reg 350-70	Systems Approach to Training Management, Processes, and Products.	Mar 1999
TR Pam 350-70-3	United States Army Training and Doctrine Command (TRADOC) Staff and Faculty Training Program.	July 2000
TR Reg 350-10	Institutional Leader Training and Education.	Aug 2002
	USASMA Instructor Certification Program	

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INSTRUCTOR CERTIFICATION PROGRAM

Overview

1. The success of small group instruction (SGI) depends on senior small group leaders (SSGLs) and small group leaders (SGLs) who are leadership mentors, role models, and teachers. They must understand that they are the image and reputation of the academies and the example by which our new sergeants pattern themselves. There is probably no more important task for an academy than the selection of its SGLs. Their role as a mentor requires them to be there for the student, and this requires the highest level of dedication and devotion to duty.
 2. Commandants must take a personal interest in the selection and assignment of instructors. They should interview potential instructors and select them based on their apparent leadership ability, communication skills, military bearing and appearance, physical fitness, attitude, and demonstrated motivation. They must also ensure female soldiers have full and equal opportunity to pursue their careers.
-

Initial Selection Criteria

The initial selection criteria for instructor duty is as follows:

- a. Be a high school graduate or possess the GED equivalent.
- b. Have no record of conviction by court-martial or time lost to be made good under 10 USC 972 during current enlistment or last three years, whichever is longer.
- c. Have no record of conviction under the Lautenberg Act.
- d. Have no personal habits or character traits that are questionable from a security standpoint, such as financial irresponsibility, foreign holdings or interest, heavy drinking, drug abuse, gambling, emotional instability, and so forth. When considering alcohol and drug abuse, do not include persons declared rehabilitation successes under the Army Substance Abuse Program (ASAP).
- e. Possess mature judgment and initiative.
- f. Display good military bearing and appearance.
- g. Meet height and weight standards IAW AR 600-9.
- h. Be able to pass the Army Physical Fitness Test (APFT).
- i. Recently held a leadership assignment.
- j. Have a demonstrated ability to be an instructor.
- k. Be SSG or above.
- l. Be a graduate of the course they will instruct.

(REF: AR 614-200, Chap 6, para 6-9 and 6-12)

Responsibilities

1. The certification of instructors is a continuous training cycle of learning, performance, assessment, feedback, and reinforcement. Certification requirements apply to all components conducting Primary Leadership Development Course (PLDC) training.
2. Commandants or their designated representative must ensure--
 - a. They conduct an initial interview and screening.
 - b. They identify what the NCO requires for qualification and certification and provide the necessary support to obtain the training.
 - c. Assigned instructors graduate from--
 - (1) The Army Instructor Training (TAITC).
 - (2) Instructor Training Course (ITC).
 - (3) Small Group Instructor Training Course (SGITC).
 - d. SGLs meet all certification requirements before assigning training responsibilities.
 - e. Award of the SQI H to instructors upon completion of required instructor training courses.
 - f. SGLs are graduates of the course or equivalent of the course they are to instruct and in the grade of SSG or above.

NOTE: SGLs must meet the minimum specified grade (SSG) standards for PLDC IAW AR 611-1 and DA Pam 611-21. However, school commandants/commanders who lack sufficient numbers of SSGs required may authorize the use of SFCs to conduct training. A soldier below the grade of SSG or above the grade of SFC cannot be a PLDC SGL.

(REF: TR 350-10, Chap 2, para 2-14c)

- g. Meeting certification requirements in one TATS training year.
 - h. Female soldiers have full and equal opportunity to pursue their careers.
 - i. Each SGL has an individual instructor folder containing those items required in the instructor qualification certification records paragraph, this appendix.
-

**Responsibilities,
continued**

3. The Senior Small Group Leader is responsible for the supervision of four small group leaders. SSGLs may conduct training in the absence of the SGL and must ensure--

a. The SGL--

- (1) Has successfully completed the TAITC or ITC and SGITC course.
- (2) Has a certified SSGL/SGL assigned for certification if new.
- (3) Demonstrates the ability to train course objectives to the chain of command.
- (4) Demonstrates competence by showing mastery of objectives trained in the course.
- (5) Serves one (class) iteration as an assistant to a certified SSGL/SGL as a minimum.
- (6) Conducts at least one (class) iteration of a course under the observation of a certified SSGL/SGL.
- (7) Receives quarterly comprehensive written evaluations coupled with effective remedial programs as part of the instructional quality control process.
- (8) Has an individual instructor folder containing those items required in the Instructor Qualification Certification Records paragraph, this appendix.

b. Provides an assessment to the commandant or designated representative of the SGLs demonstrated performance based on the Basic Instructor Performance Checklist results, this appendix.

4. SGLs must--

- a. Successfully complete the TAITC or ITC and SGITC course.
- b. Demonstrate the ability to train course objectives to the chain of command.
- c. Demonstrate competency by showing mastery of objectives trained in the course.
- d. Serve one (class) iteration as an assistant to a certified SSGL/SGL, as a minimum.
- e. Conduct one (class) iteration of a course under the observation of a certified SSGL/SGL.
- f. Receive a satisfactory or higher rating when evaluated on the Basic Instructor Performance Checklist, this appendix.

(REF: DA Pam 611-21, Chap 11-2, Table 11-1; AR 614-200, Chap 6, para 6-9 and 6-12; TR 350-18, Chap 2, para 2-19 and Chap 4, para 4-4 and 4-6; TR 351-10, Chap 2, para 2-14; and TR 350-70, Chap II-1, para II-1-3), USASMA Instructor Certification Program.

Basic Instructor Performance

1. The Basic Instructor Performance Checklist provides a means of evaluating an SGLs performance in the small group environment. Complete this evaluation on all new SGLs, as a minimum, during their first iteration of a class. See Basic Instructor Performance Checklist, this appendix.
2. The minimum acceptable performance standard is 70 percent. You can derive an academic score by dividing the number of correct performance steps by the total number of performance steps. The following ratings apply:
 - a. 0-69 NEEDS MUCH IMPROVEMENT
 - b. 70-79 NEEDS SOME IMPROVEMENT
 - c. 80-89 SUCCESS
 - d. 90-100 EXCELLENCE
3. The intent of the ratings assigned is to support and complement the Noncommissioned Officer Evaluation Report (NCO-ER), DA FORM 2166-8, Part IV.
4. Commandants must--
 - a. Ensure those who fail to achieve minimum acceptable performance standards for their initial iteration, receive remedial training and reevaluation.
 - b. Consider those who fail to achieve minimum acceptable performance standards for their initial and reevaluation for removal from the program

(REF: AR 623- 205 and TR 350-70, Chap III-4)

SGL/SSGL Qualification Records

PLDC SGL/SSGL records will contain current copies of the following as a minimum:

- a. Proponent Certification/Memo.
 - b. DA FORM 2A (Personnel Qualification Record).
 - c. DA FORM 2-1 (Personnel Qualification Record-Part II).
 - d. DA FORM 705 (Army Physical Fitness Evaluation Score Card).
 - e. Instructor Training Course (ITC) and Small Group Instructor Training Course Certificate (SGITC).
 - f. DA FORM 5500-R or DA Form 5501-R (Body Fat Worksheet if applicable).
-

**SGL/SSGL
Qualification
Records,
continued**

- g. DA Form 3349 (Physical Profile, if applicable)
- h. Copy of orders or request for orders awarding Skill Qualification Identifier (SQI) of "H."
- i. Quarterly instructor evaluations for the past year.

NOTE: Quarterly does not mean counseling must be exactly 90 days from the last one. The most effective counseling is when you plan it and schedule it in advance. For example, if the situation dictates, or for convenience, subsequent counseling may be 80 days after the last one. The key is *at least* quarterly. Earlier counseling is better than "no counseling," (as long as it is within the actual evaluation period covered).

(REF: DACS-SM (623), NCO-ER UPDATE, Jun 01)

- j. Appropriate operators permit.

(REF: TR 350-18, Chap 4, para 4-6 and TR 350-10, Chap 2, para 2-14)

**Instructor
Performance
Step Conversion
Chart**

1. Each performance step has a value of 1.35 assigned, based on a total weight of 100 percent overall.
2. The following is an easy conversion reference chart (NMI-Needs Much Improvement, NSI-Needs Some Improvement):

NMI		17	22.95	34	45.90	51	68.85	66	89.10
1	1.35	18	24.30	35	47.25	NSI		EXCELLENCE	
2	2.70	19	25.65	36	48.60	52	70.20	67	90.45
3	4.05	20	27.00	37	49.95	53	71.55	68	91.80
4	5.40	21	28.35	38	51.30	54	72.90	69	93.15
5	6.75	22	29.70	39	52.65	55	74.25	70	94.50
6	8.10	23	31.05	40	54.00	56	75.60	71	95.85
7	9.45	24	32.40	41	55.35	57	76.95	72	97.20
8	10.80	25	33.75	42	56.70	58	78.30	73	98.55
9	12.15	26	35.10	43	58.05	59	79.65	74	100
10	13.50	27	36.45	44	59.40	SUCCESS			
11	14.85	28	37.80	45	60.75	60	81.00		
12	16.20	29	39.15	46	62.10	61	82.35		
13	17.55	30	40.50	47	63.45	62	83.70		
14	18.90	31	41.85	48	64.80	63	85.05		
15	20.25	32	43.20	49	66.15	64	86.40		
16	21.60	33	44.55	50	67.50	65	87.75		

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BASIC INSTRUCTOR PERFORMANCE CHECKLIST
(TRADOC Reg 350-70, Chap III-4)

SGL Name: _____ SSGL Name: _____ Date: _____

INSTRUCTOR ACTION:	GO	NO-GO
Identified risk assessment level		
Emphasized environmental hazards/considerations		
Stated Terminal Learning Objective (TLO) action, conditions, and standard		
Conducted demonstrations and exercises when appropriate		
Introduced the instruction		
Used motivator		
Explained testing criteria		
Presented material in Training Support Package (TSP) in a logical sequence		
Explained key points		
Made smooth transitions		
Asked or answered questions		
Stopped for discussions		
Solicited feedback		
Actively involved all students		
Ensured Training Aids, or Devices, or Simulators, or Simulations (TADSS) were operational		
Used TADSS equipment properly		
Visual aids were legible and appropriate		
Asked students if they could see and hear instruction		
Corrected situation if students could not		
Presented good military appearance and bearing		
Displayed confidence and enthusiasm		
Displayed no distracting mannerisms		
Used appropriate gestures, movements, and communication skills		
Used appropriate speech volume, tone and rate		
Used good grammar and choices of words (minimum "crutch" words)		
Displayed no signs of put downs, sarcasm, off-color material, or sexist/racist/ethnic remarks		
Conducted Ask-Pause-Call techniques for conference and direct questioning during practice exercises or one-on-one questions		
Provided:		
Check on learning and practice opportunities		
One-on-one help when needed		
Answers to student questions		
On-the-spot correction and praise		
Conducted performance tests that included:		
Preparation of test conditions		
Briefings to students		
Observation of student performance without interruption except for safety purposes		
Provided interim (when appropriate) and concluding summaries		
Ensured availability of sufficient materials and resources		
Maintained control of class		
Managed disruptive students		
Used instructional time wisely		

INSTRUCTOR ACTION: cont												GO	NO-GO
Ensured classroom met safety, comfort, and hygiene standards, to include:													
Adequate ventilation													
Adequate lighting													
Temperature													
Minimum noise levels													
Minimum interruptions													
Visibly posted safety signs													
Availability and use of safety equipment													
Placement of observer station													
Cleanliness													
Adequate space for planned activities													
Maintained Visitors Folder IAW Course Management Plan (CMP)													
Demonstrated:													
Subject-Matter Expert (SME) Role													
Facilitator Role													
Observer Role													
Facilitated group in each Experiential Learning Cycle (ELC) stage, to include:													
Publishing Stage													
Processing Stage													
Generalizing Stage													
Applying Stage													
Conducted After Action Review (AAR) following field exercise, practical exercise, or testable module and:													
Developed content outline													
Prepared appropriate room or training area.													
Stated:													
AAR purpose													
Training objective													
Ground rules													
Presented chronological list of training events and facilitated student discussion of each event, to include the following:													
What they observed													
What went right (i.e., what was successful).													
What could/should they do differently													
Asked questions which involved students and led them to clarify points													
Listed points discussed for all to see													
Summarized AAR highlights													
Kept students focused on AAR activities and purpose													
Overall Evaluation Score													
NMI		11	14.85	22	29.70	33	44.55	44	59.40	54	72.90	64	86.40
1	1.35	12	16.20	23	31.05	34	45.90	45	60.75	55	74.25	65	87.75
2	2.70	13	17.55	24	32.40	35	47.25	46	62.10	56	75.60	66	89.10
3	4.05	14	18.90	25	33.75	36	48.60	47	63.45	57	76.95	EXCELLENCE	
4	5.40	15	20.25	26	35.10	37	49.95	48	64.80	58	78.30	67	90.45
5	6.75	16	21.60	27	36.45	38	51.30	49	66.15	59	79.65	68	91.80
6	8.10	17	22.95	28	37.80	39	52.65	50	67.50	SUCCESS		69	93.15
7	9.45	18	24.30	29	39.15	40	54.00	51	68.85	60	81.00	70	94.50
8	10.80	19	25.65	30	40.50	41	55.35	NSI		61	82.35	71	95.85
9	12.15	20	27.00	31	41.85	42	56.70	52	70.20	62	83.70	72	97.20
10	13.50	21	28.35	32	43.20	43	58.05	53	71.55	63	85.05	73	98.55
												74	100

ADDENDUM TO DEVELOPMENTAL COUNSELING FORM

SGL Name: _____ SSGL Name: _____

BASIC INSTRUCTOR PERFORMANCE CHECKLIST**TRAINING STRENGTHS:**

TRAINING WEAKNESSES:

DEVELOPMENTAL COUNSELING PLAN OF ACTION:

PLAN OF ACTION:

ADDITIONAL COMMENTS:

SGL signature↓

Rank↓

Date↓

I, _____, _____, _____, acknowledge that I received formal counseling on my performance and understand the evaluation that I have received. I have discussed the recommendations for development with my SSGL and have developed the plan of action indicated above. (REF: FM 22-100, APP C)

SSGL signature: _____ Date: _____

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Appendix I

Consolidated Glossary

This Appendix Contains This appendix contains the items listed in this table:

Item	Pages
Consolidated Glossary, Section I: Abbreviations	I-1-2
Consolidated Glossary, Section II: Terms	I-1-3 thru I-1-8

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Consolidated Glossary

Section I: Abbreviations

AAR	After Action Review	SGITC	Small Group Instructor Training Course
AATAS	Automated Training Application System		
AC	Active Component	SH	Student Handout
ADT	Active Duty for Training	SPE	Solution to Practical Exercise
AER	Service School Academic Evaluation Report	SR	Student Reading
AS	Advance Sheet	SS	Summary Sheet
APFT	Army Physical Fitness Test	SSGL	Senior Small Group Leader
ATRRS	Army Training Requirements and Resources System	TAG	Test Administration Guide
		TASS	The Army School System
CDO	Conduct Defensive/Offensive Operations	TATS	The Army Training System
CMDT Time	Commandant's Time	TC	Training Circular
CMP	Course Management Plan	TCO	Test Control Officer
CS	Change Sheet	TLO	Terminal Learning Objective
CTA	Common Tables of Allowance	TM	Technical Manual
CVSP	Cardio Vascular Screening Program	TSP	Training Support Package
DA	Department of the Army	TV	Television
D&C	Drill and Ceremonies	TVT	Television Video Tape
DOTD	Directorate of Training and Doctrine	U	Unclassified
ELO	Enabling Learning Objective	VA	Visual Aid
EO	Equal Opportunity		
FD	Foreign Disclosure	VGT	Viewgraph
FM	Field Manual		
STX	Field Training Exercise		
IAW	In Accordance With		
IDT	Inactive Duty for Training		
ITC	Instructor Training Course		
LCE	Load Carrying Equipment		
LES	Leave and Earning Statement		
LS/A	Learning Step/Activity		
MILES	Multiple Integrated Laser Engagement System		
MMRB	MOS/Medical Retention		
MRE	Meals Ready to Eat		
NBC	Nuclear Biological and Chemical		
NCOA	Noncommissioned Officer Academy		
NCOES	Noncommissioned Officer Education System		
NPA	Net Pay Advice		
OCIE	Organizational Clothing and Individual Equipment		
PE	Practical Exercise		
PFN	Program of Instruction File Number		
PLDC	Primary Leadership Development Course		
PMCS	Preventive Maintenance Checks and Services		
POC	Point of Contact		
POI	Program of Instruction		
QAO	Quality Assurance Office		
RC	Reserve Component		
REF	Reference		
SEP	Student Evaluation Plan		
SGL	Small Group Leader		

Section II

Terms

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

Accreditation

The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Administrative drop

The removal of a student from a formal training program for reasons other than failure to meet minimal academic standards.

After-action review/report (AAR)

A professional discussion of an event focused on performance standards, that enable soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders, instructors, and units can use to get maximum benefit from every mission or task.

Army Training Requirements and Resource System (ATRRS)

The Army training management system. It projects inputs, resource requirements, and student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Automated Systems Approach to Training (ASAT)

The automated system for developing training.

Certification

Written verification of proficiency in a given task or tasks.

Class schedule

Documentation of start and end dates for one iteration of a course.

Class size

The number of students in a class.

Commandant's Time

Administrative time included in a program of instruction to provide additional training, correct training deficiencies, or provides time for other requirements.

Conference

A method of instruction that develops the training material through an instructor-guided student discussion.

Counseling

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform soldiers on how well or how poorly they are performing, assist soldiers to reach required standards, cause soldiers to set personal and professional goals, and help soldiers resolve personal problems.

Course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

Course management plan (CMP)

A document that tells the course manager and instructors how to manage the course.

Course map

A chart that depicts the designed sequence of presentation for a given course, established during course design.

Courseware

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard.

Distance learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies.

Enabling learning objective (ELO)

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation

Measurement of the demonstrated ability of soldiers or units to perform a task, and supporting skill and knowledge; or learning objective against the established standard.

Exercise

Collective task training designed to develop proficiency and crew teamwork in performing the task to the established standard. It also provides practice for performing supporting individual critical tasks. Exercises may be conducted in units and resident training.

(1) Field Training Exercise (STX)-A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment which simulates the stress, sounds, and wartime conditions. It is conducted in an austere field environment through all weather conditions and during night as well as day. The STX should guide soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support. An exercise designed to allow a unit/team to engage targets with its organic weapons and support.

(2) Situational Training Exercise (STX)-A short scenario driven mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and drills together. Situational training exercises provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Instructor training

The training of selected personnel in the techniques of teaching to qualify them as instructors.

Lesson

A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson, such as a correspondence course or CBI lesson.

(1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

(2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

(3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier.

Lesson outline

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data.

Lesson plan

The detailed blueprint for presenting training by an instructor or small group leader (SGL). It prevents training from becoming haphazard and provides for training standardization. It is built on the lesson outline and includes all the details required for the presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training.

Mandatory release date

Refers to the date at which individual National Guard or United States Army Reserve soldiers must be released from training to return to their home station.

Maximum class size

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

Media

A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, and computer program.

Methods of instruction

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. Examples of methods of instruction are conference, demonstration, and practical exercise.

Optimum class size (OCS)

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. OCS serves as the basis for determining equipment and resource requirements.

Performance measures

The actions that can be objectively observed and measured to determine if a task performer has performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis.

Performance step

A single discrete operation, movement, or action that comprises part of a task.

Performance test

A test of actual performance of an established criteria, such as a lesson learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

Practical exercise (PE)

The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the student the opportunity to acquire and practice skills, knowledge, and behaviors necessary to perform the training objective successfully.

Prerequisite training

That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

Programmed training

The training of a critical task (forwarded to non-proponent schools as a training support package (TSP) by including the TSP in a formal course of instruction as a stand-alone lesson with a separate lesson number (program of instruction (POI) file number) and specific learning objectives. It is conducted in a structured manner; trained to standard; essential as it serves as the foundation for other training in the course; a qualification training requirement; and evaluated during instruction. It may require use of specific equipment.

Program of instruction (POI)

The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting. See TRADOC Reg 350-70.

Risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition. See FM 100-14.

Risk assessment

The identification and assessment of hazards. See FM 100-14

Safety-in-training

The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual training products, e.g., lesson plans, STPs, and TSPs.

Self-study

Individual study-a soldier learns or reinforces previous learning, on his/her own.

Sequential training

The ordering of training so that the learning of new or more complex skills/knowledge is built upon and reinforces previously learned material.

Skill

The ability to perform a job related activity that contributes to the effective performance of a task performance step.

Small group instruction (SGI)

A means of delivering training which places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

Small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

Soldier Manual of Common Tasks (SMCT)

A document that contains the critical tasks which every soldier must be able to perform in order to fight and win on the battlefield. It provides the conditions, standards, and performance measures for each common soldier critical task.

Standard

A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

(1) The task standard reflects task performance requirements on the job.

(2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Student evaluation plan

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or go/no go) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements included.

Student performance counseling

Communication, as related to training, which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out. See FM 22-100, App C.

Systems Approach to Training (SAT)

Is a disciplined, logical approach to making collective, individual, and self-development training decisions for the Army. It determines whether or not training is needed; what is trained; who gets the training; how, how well, and where the training is presented; and the training support/resources required to produce, distribute, implement, and evaluate those products. The SAT involves all five training related phases: analysis, design, development, implementation, and evaluation.

TASS Integration Element (TIE)

The TRADOC office in the CONUS sub geographical region that coordinates Army training instructors, students, training devices, equipment, and facilities for Reserve Component individual soldier training.

TASS Training Battalion

A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and is accredited by the proponent.

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) which encompasses all Army sites where a soldier and civilian can receive training, to include proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classroom, and Classroom XXI.

Technique of delivery

Process or manner of delivering instruction that includes one or more methods. For example, group-paced instruction could use conference, discussion, demonstration, and practical exercise. A technique of delivery may involve a whole course, a phase, or a module.

Test

A device, technique, or measuring tool used to determine if a student or group can accomplish the objective to the established standard. Determine if training does what it is designed to do efficiently and effectively. Measures the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

1. Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "no-go" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

2. Norm-referenced test

A test that grades a student based on performance of other students taking the same test. Is scored based upon relative standards, such as class standings, rather than upon absolute standards, such as job competency.

The Army School System (TASS)

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Army. TASS training battalions are arranged in regions and functionally aligned with the training/TD (task) proponents.

TASS school battalions

The training institution of both the ARNG (state military academies, National Guard Bureau (NGB) Regional NCOA/schools, etc.) and USAR (U.S. Army Reserve Forces schools/USARC NCOA, etc.). TASS school battalions comprise all NCOAs and schools of the Reserve Component.

The Army Training System (TATS) course

A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, SI within the Army. The course ensures standardization by training all course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

The Army Training System (TATS) POI

A requirements document that provides a general description of The Army Training System Course content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. Note: This is the objective TATS POI; currently being automated.

Training management

The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

Training materials

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

Training method

The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

Training objective

A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), and standard.

Training plan

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

Training safely

Achieved by identifying task performance safety hazards and integrating safety in training procedures during training design, development and implementation. Safety in training and training safely are not one and the same.

Training support

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, student record maintenance.

Training Support Center (TSC)

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

Training Support Package (TSP)

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff).

Validation

An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validate products and materials to--

1. Verify their training effectiveness in training the objective.
2. Determine beneficial improvements in the quality of training products and materials.
3. Identify training product deficiencies.
4. Improve efficiency and effectiveness of training objectives, sequence, products, and materials. In the "testing" context, it is the process of determining the degree of validity of a measuring instrument (e.g., skill qualification test, end of module test, and end of course comprehensive test). In the "technical manual context, it is the process used by a contractor to test an equipment publication for completeness, compliance with contractual requirements, and technical accuracy.